

CHAPTER 9. PROFESSIONAL LICENSURE AND STANDARDS

SUBCHAPTER 1. SCOPE AND PURPOSE

6A:9-1.1 Scope

This chapter sets forth the rules governing the preparation, licensure and professional development of those educators required by their positions to be certified. It also contains rules governing the approval of educator preparation programs and the content of such programs. Finally, it contains the rules delineating the organization of, powers of, duties of and proceedings before the State Board of Examiners.

6A:9-1.2 Purpose

(a) The purpose of this chapter is to establish a licensure system based on professional standards for pre-service preparation, certification and professional development that continuously serves to improve the quality of instruction for New Jersey's children so that they are equipped to work and succeed in an ever-changing and increasingly complex global economy.

(b) A standards-based, rigorous system of licensure, designed to support improved student achievement of the Core Curriculum Content Standards will serve to improve the quality of the New Jersey educator workforce and to improve student performance.

SUBCHAPTER 2. DEFINITIONS

6A:9-2.1 Definitions

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise:

"Accreditation" means an institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation and approved by the Commissioner. The institution must meet State, professional and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals. This review is substantiated through a site visit to the institution by a team of education professionals trained to assess educator preparation programs.

"Agency" means a Department-approved international agency that recruits foreign teachers for New Jersey school districts in subject areas that the State Board has defined as having a critical shortage.

"ALJ" means an administrative law judge assigned by the Director of the Office of Administrative Law to preside over contested cases pursuant to N.J.S.A. 52:14F-1 et seq.

"Alternate route" means a non-traditional teacher preparation program.

"Approved program" means a Department-approved planned program of professional preparation for educators at an institution of higher education.

"Authorization" means any requirement, other than a teaching certificate, established by the State or Federal government or by a profession that allows an individual to engage in the practice of that profession.

"Board of Examiners" means the New Jersey State Board of Examiners.

"CCCS" means the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8.

"Career cluster" means one of the vocational-technical program areas recognized nationally and by the New Jersey Department of Education.

"Certificate" means one of three types of credentials, instructional, educational services and administrative, that the Board of Examiners issues which permits an individual to serve as a teaching staff member. The Board of Examiners will issue a separate endorsement for each subject area that falls under a specific type of certificate. The endorsement shall be considered part of that certificate.

"Certificate of Eligibility" (CE) means a credential with lifetime validity issued to persons who have completed degree, academic study and applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification.

"Certificate of Eligibility with Advanced Standing" (CEAS) means a credential with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

"Coherent sequence of courses" means a sequence of at least 30 semester-hour credits of college level coursework in a subject field that includes study at the introductory, intermediate and advanced levels.

"Commissioner" means the Commissioner of Education or the Commissioner's designee.

"Consortium" means a joint sponsorship between one or more public school districts and a college or university providing formal instruction to provisional teachers.

"County superintendent" means a county superintendent of schools pursuant to N.J.S.A. 18A:7-7.1 et seq.

"Department" means the New Jersey State Department of Education.

"District boards of education" means all providers of publicly-funded preschool, elementary,

secondary, and adult high school education programs, including county vocational schools, educational services commissions, jointure commissions, charter schools, regional day schools, adult high schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, the Department of Human Services, the Department of Corrections, the Juvenile Justice Commission, and approved private schools for the disabled whose staff hold appropriate certificates.

"Dual content major" means any college major that combines two of the Core Curriculum Content Standards.

"Early Childhood Program Expectations" means the standards set forth in N.J.A.C. 6A:8-2.1(a)3.

"Education preparation program" means a program approved by the Commissioner to prepare individuals for educator certification.

"Endorsement" means the specific subject area in which a certificate holder is authorized to serve.

"Field experience" means a course designed to permit preservice students to engage in observation of teachers in a classroom setting and to assume some level of teaching responsibility that shall take place prior to the culminating student teaching experience.

"Full-time teaching" means the equivalent of 900 clock-hours of teaching per year.

"GPA" means grade point average.

"IEP" means an individualized education program. It is a written plan developed at a meeting pursuant to N.J.A.C. 6A:14-2.3(i)2 which sets forth present levels of performance, measurable annual goals and short-term objectives or benchmarks and describes an integrated, sequential program of individually designed instructional activities and related services necessary for a student with disabilities to achieve the stated goals and objectives. This plan shall establish the rationale for the student's educational placement, serve as the basis for program implementation and comply with the mandates set forth in N.J.A.C. 6A:14.

"Interdisciplinary major" means any college major that combines two or more academic, scientific or artistic disciplines, permitting students to explore an area of interest from several perspectives.

"Liberal arts major" means any college major such as philosophy, history, literature, sociology or world language that is intended primarily to provide general knowledge and to develop an individual's general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills.

"Mentor teacher" means a New Jersey certified experienced teacher who is assigned to provide support and guidance to a novice teacher.

"NASDTEC" means the National Association of State Directors of Teacher Education and Certification.

"NCATE" means the National Council for the Accreditation of Teacher Education. NCATE is a national professional accrediting body for educator preparation.

"Nonpublic school" means an elementary or secondary school within the State, other than a public school, offering education for grades kindergarten through 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and which complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). For purposes of this chapter, preschools licensed by the Division of Youth and Family Services that are not under contract to provide services to Abbott districts shall be considered nonpublic schools.

"Novice teacher" means any full-time or part-time teacher who has not completed one year of full-time teaching under a standard State teaching certificate.

"OAL" means the Office of Administrative Law established pursuant to N.J.S.A. 52:14F-1 et seq.

"Office" means the office within the Department that is assigned to provide staff support to the State Board of Examiners in the exercise of its statutory and regulatory responsibilities.

"Paraprofessional" means a school aide or classroom aide who assists appropriately certified personnel with the supervision of pupil activities.

"Practicum" means a course of study designed especially for the preparation of educational services candidates that involves the practical application of previously studied theory under the supervision of college/university faculty. As part of the practicum, candidates write diagnostic and instructional reports.

"Professional Development Committee" means the local committee established by the district board of education pursuant to N.J.A.C. 6A:9-15.3(d) to plan and implement local district professional development programs.

"Professional development standards" means the standards that govern the creation and review of district professional development plans and guide teachers in the selection of professional development activities.

"Professional Standards for School Leaders" means the knowledge, skills and dispositions that all new school administrators must acquire and describes what all school administrators should know and be able to do. See N.J.A.C. 6A:9- 3.4.

"Professional Standards for Teachers" means the knowledge, skills and dispositions that all new teachers must acquire and describes what all teachers should know and be able to do. See

N.J.A.C. 6A:9-3.3.

"Program approval" means State authorization of an educator preparation program or its sponsoring organization to endorse and recommend program completers for certification.

"Progress toward completion" means that the emergency certified teaching staff member must demonstrate before renewal of the emergency certificate that he/she has completed the share of study needed per year to earn full certification within the years allowed for certificate renewal. The required "share of study" shall be equal to the number of credits remaining for full certification divided by the maximum number of years the specific certificate can be renewed. A minimum of six credits must be completed each year.

"Provisional certificate" means a two-year certificate issued to candidates who have met the requirements for initial employment and are employed as part of a State-approved district training program or residency leading to standard certification.

"Provisional Teacher Program" means the school-based training and evaluation program provided to all novice teachers during the first year of teaching in New Jersey.

"Provisional teaching year" means a year of full-time teaching under provisional certification required of all novice teachers before they can be approved for standard teacher certification.

"Regionally accredited college or university" means an institution of higher education accredited by one of the following regional accreditation associations:

1. Middle States Association of Colleges and Schools;
2. New England Association of Schools and Colleges;
3. North Central Association of Colleges and Schools;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.

"Science major" means a college major in any of the physical or natural sciences.

"School leader" means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

"Secretary" means the Secretary of the New Jersey State Board of Examiners.

"Standard certificate" means a permanent certificate issued to a person who has met all certification requirements.

"State Board" means the New Jersey State Board of Education.

"SLE" means a structured learning experience. An SLE is any experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions.

"Support resource program" means an educational program in which the primary instructional responsibility for the student shall be the regular classroom teacher with input from the special education teacher. The special education teacher shall provide modifications to the instructional strategies or testing procedures necessary in accordance with the student's IEP. A support resource program provided in the student's regular class shall be at the same time and in the same activities as the rest of the class.

"TEAC" means the Teacher Education Accreditation Council. TEAC is a national professional accrediting body for educator preparation.

"Teaching staff member" means a member of the professional staff of any district or regional board of education, or any board of education of a county vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment require him or her to hold a valid and effective standard, provisional or emergency certificate, appropriate to his or her office, position or employment issued by the State Board of Examiners and includes a school nurse and a school athletic trainer.

"Traditional route" means an approved collegiate teacher preparation program.

"Vocational-technical education" means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. It includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of individuals. Its main purposes are to:

1. Provide individuals with the skills they need to attain economic freedom; and
2. Enhance the productivity of national, State, and local economies.

SUBCHAPTER 3. PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS

6A:9-3.1 Purpose

- (a) The Professional Standards for Teachers identify the knowledge, skills and dispositions that

teachers need to practice responsibly.

(b) The Professional Standards for School Leaders identify the knowledge, skills and dispositions that school leaders need to practice responsibly.

(c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification and the approval of professional development.

(d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

6A:9-3.2 Scope

(a) The Professional Standards for Teachers shall apply to all educators who hold an instructional certificate.

(b) The Professional Standards for School Leaders shall apply to all administrators who hold a supervisor, principal or school administrator endorsement.

6A:9-3.3 Professional standards for teachers

(a) Teacher preparation, district induction, and professional development programs shall align their learning opportunities with the following standards:

1. Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

i. Teachers know and understand:

(1) In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;

(2) The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;

(3) That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and

(4) Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

ii. Teachers value and are committed to:

(1) Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and

(2) Enthusiasm for the discipline(s) they teach and in making connections to every day life.

iii. Teachers engage in activities to:

(1) Promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;

(2) Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and

(3) Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

2. Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

i. Teachers know and understand:

(1) How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;

(2) How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and

(3) How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

ii. Teachers value and are committed to:

(1) The educability of all children and adolescents;

(2) The belief that all children and adolescents bring talents and strengths to learning;

(3) Appreciation for multiple ways of knowing;

(4) The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and

(5) The belief that all children and adolescents can learn at high levels and achieve success.

iii. Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

3. Standard Three: Diverse Learners: Teachers shall understand the practice of culturally responsive teaching.

i. Teachers know and understand:

(1) How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;

(2) The supports for and barriers to culturally responsive teaching in school environments; and

(3) The process of second language acquisition and strategies to support the learning of students whose first language is not English.

ii. Teachers value and are committed to:

(1) Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and

(2) The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

iii. Teachers engage in activities to:

(1) Create a learning community in which individual differences are respected;

(2) Learn about the diverse students they teach, and the students' families and communities;

(3) Use strategies to support the learning of students whose first language is not English; and

(4) Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

4. Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

i. Teachers know and understand:

(1) How to plan instruction based on students' needs, developmental progress and prior knowledge;

(2) Available and appropriate resources and materials for instructional planning;

(3) Techniques for modifying instructional methods, materials and the environment to help all students learn; and

(4) A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

ii. Teachers value and are committed to the development of students' critical thinking, independent problem solving and performance capabilities.

iii. Teachers engage in activities to:

(1) Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;

(2) Plan instruction based on knowledge of classroom, school and community culture;

(3) Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;

(4) Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;

(5) Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;

(6) Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and

(7) Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

5. Standard Five: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

i. Teachers know and understand:

(1) The characteristics, uses, advantages, and limitations of different types of assessments (for

example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and

(2) Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

ii. Teachers value and are committed to the belief that students' strengths are the basis for growth and their errors are opportunities for learning.

iii. Teachers engage in activities to:

(1) Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;

(2) Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;

(3) Accurately document and report assessment data and ongoing student data to parents and professional staff; and

(4) Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

6. Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

i. Teachers know and understand:

(1) The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;

(2) How the classroom environment influences learning and promotes positive behavior for all students; and

(3) How classroom participation supports student commitment.

ii. Teachers value and are committed to:

(1) The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;

(2) Taking responsibility for establishing a positive climate in the classroom and participation

in maintaining such a climate in the school as a whole; and

(3) The expression and use of democratic values in the classroom.

iii. Teachers engage in activities to:

(1) Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently;

(2) Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;

(3) Create a positive classroom climate which is socially, emotionally and physically safe;

(4) Establish and maintain appropriate standards of behavior;

(5) Use instructional time effectively; and

(6) Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

7. Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

i. Teachers know and understand:

(1) How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and

(2) Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

ii. Teachers value and are committed to the belief that children and adolescents with special needs can learn at high levels and achieve success.

iii. Teachers engage in activities to:

(1) Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;

(2) Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;

(3) Participate in the design and implementation of the Individualized Education Program

(IEP), where appropriate;

(4) Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology; and

(5) Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.

8. Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

i. Teachers know and understand the power of communication in the teaching and learning process.

ii. Teachers value and are committed to:

(1) Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and

(2) Being a thoughtful and responsive listener.

iii. Teachers engage in activities to:

(1) Communicate clearly in English, using precise language and appropriate oral and written expressions;

(2) Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;

(3) Use effective verbal and nonverbal techniques which foster individual and collective inquiry;

(4) Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and

(5) Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

9. Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

i. Teachers know and understand:

(1) The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high quality teaching and learning;

(2) The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and

(3) How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

ii. Teachers value and are committed to:

(1) Recognizing the role of parents, guardians and other family members as a child's primary teacher;

(2) Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and

(3) Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

iii. Teachers engage in activities to:

(1) Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;

(2) Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being; and

(3) Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

10. Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

i. Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

ii. Teachers value and are committed to:

(1) Refining practices that address the needs of all students and the school community;

- (2) Professional reflection, assessment and learning as an ongoing process; and
- (3) Collaboration with colleagues to give and receive help.

iii. Teachers engage in activities to:

- (1) Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
- (2) Learn through professional education organizations; and
- (3) Make the entire school a productive learning climate through participation in collegial activities.

6A:9-3.4 Professional standards for school leaders

(a) School leader preparation, district induction and professional development programs shall align their learning opportunities with the following standards:

1. Standard One: School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

i. Administrators have knowledge and understanding of:

- (1) Learning goals in a pluralistic society;
- (2) The principles of developing and implementing strategic plans;
- (3) Systems theory;
- (4) Information sources, data collection and data analysis strategies;
- (5) Effective communication; and
- (6) Effective consensus-building and negotiation skills.

ii. Administrators believe in, value and are committed to:

- (1) The educability of all;
- (2) A school vision of high standards of learning;
- (3) Continuous school improvement;
- (4) The inclusion of all members of the school community;

(5) Ensuring that students have the knowledge, skills and values needed to become successful adults;

(6) A willingness to continuously examine one's own assumptions, beliefs and practices; and

(7) Doing the work required for high levels of personal and organization performance.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) The vision and mission of the school are effectively communicated to staff, parents, students and community members;

(2) The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities;

(3) The core beliefs of the school vision are modeled for all stakeholders;

(4) The vision is developed with and among stakeholders;

(5) The contributions of school community members to the realization of the vision are recognized and celebrated;

(6) Progress toward the vision and mission is communicated to all stakeholders;

(7) The school community is involved in school improvement efforts;

(8) The vision shapes the educational programs, plans and actions;

(9) An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;

(10) Assessment data related to student learning are used to develop the school vision and goals;

(11) Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;

(12) Barriers to achieving the vision are identified, clarified and addressed;

(13) Needed resources are sought and obtained to support the implementation of the school mission and goals;

(14) Existing resources are used in support of the school vision and goals; and

(15) The vision, mission and implementation plans are regularly monitored, evaluated, and

revised.

2. Standard Two: School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

i. Administrators have knowledge and understanding of:

- (1) Student growth and development;
- (2) Applied learning theories;
- (3) Applied motivational theories;
- (4) Curriculum design, implementation, evaluation and refinement;
- (5) Principles of effective instruction;
- (6) Measurement, evaluation and assessment strategies;
- (7) Diversity and its meaning for educational programs;
- (8) Adult learning and professional development models;
- (9) The change process for systems, organizations and individuals;
- (10) The role of technology in promoting student learning and professional growth; and
- (11) School cultures.

ii. Administrators believe in, value and are committed to:

- (1) Student learning as the fundamental purpose of schooling;
- (2) The proposition that all students can learn;
- (3) The variety of ways in which students can learn;
- (4) Life-long learning for self and others;
- (5) Professional development as an integral part of school improvement;
- (6) The benefits that diversity brings to the school community;
- (7) A safe and supportive learning environment; and

(8) Preparing students to be contributing members of society.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) All individuals are treated with fairness, dignity and respect;

(2) Professional development promotes a focus on student learning consistent with the school vision and goals;

(3) Students and staff feel valued and important;

(4) The responsibilities and contributions of each individual are acknowledged;

(5) Barriers to student learning are identified, clarified and addressed;

(6) Diversity is considered in developing learning experiences;

(7) Life-long learning is encouraged and modeled;

(8) There is a culture of high expectations for self, student and staff performance;

(9) Technologies are used in teaching and learning;

(10) Student and staff accomplishments are recognized and celebrated;

(11) Multiple opportunities to learn are available to all students;

(12) The school is organized and aligned for success;

(13) Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined;

(14) Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies;

(15) The school culture and climate are assessed on a regular basis;

(16) A variety of sources of information is used to make decisions;

(17) Student learning is assessed using a variety of techniques;

(18) Multiple sources of information regarding performance are used by staff and students;

(19) A variety of supervisory and evaluation models is employed; and

(20) Pupil personnel programs are developed to meet the needs of students and their families.

3. Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

i. Administrators have knowledge and understanding of:

- (1) Theories and models of organizations and the principles of organizational development;
- (2) Operational procedures at the school and district level;
- (3) Principles and issues relating to school safety and security;
- (4) Human resources management and development;
- (5) Principles and issues relating to fiscal operations of school management;
- (6) Principles and issues relating to school facilities and use of space;
- (7) Legal issues impacting school operations; and
- (8) Current technologies that support management functions.

ii. Administrators believe in, value and are committed to:

- (1) Making management decisions to enhance learning and teaching;
- (2) Taking risks to improve schools;
- (3) Trusting people and their judgments;
- (4) Accepting responsibility;
- (5) High-quality standards, expectations and performances;
- (6) Involving stakeholders in management processes; and
- (7) A safe environment.

iii. Administrators facilitate processes and engage in activities ensuring that:

- (1) Knowledge of learning, teaching and student development is used to inform management decisions;
- (2) Operational procedures are designed and managed to maximize opportunities for successful learning;

- (3) Emerging trends are recognized, studied and applied as appropriate;
- (4) Operational plans and procedures to achieve the vision and goals of the school are in place;
- (5) Collective bargaining and other contractual agreements related to the school are effectively managed;
- (6) The school plant, equipment and support systems operate safely, efficiently and effectively;
- (7) Time is managed to maximize attainment of organizational goals;
- (8) Potential problems and opportunities are identified;
- (9) Problems are confronted and resolved in a timely manner;
- (10) Financial, human and material resources are aligned to the goals of schools;
- (11) The school acts entrepreneurially to support continuous improvement;
- (12) Organizational systems are regularly monitored and modified as needed;
- (13) Stakeholders are involved in decisions affecting schools;
- (14) Responsibility is shared to maximize ownership and accountability;
- (15) Effective problem-framing and problem-solving skills are used;
- (16) Effective conflict resolution skills are used;
- (17) Effective group-process and consensus-building skills are used;
- (18) Effective communication skills are used;
- (19) A safe, clean and aesthetically pleasing school environment is created and maintained;
- (20) Human resource functions support the attainment of school goals; and
- (21) Confidentiality and privacy of school records are maintained.

4. Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- i. Administrators have knowledge and understanding of:

- (1) Emerging issues and trends that potentially impact the school community;
 - (2) The conditions and dynamics of the diverse school community;
 - (3) Community resources;
 - (4) Community relations and marketing strategies and processes; and
 - (5) Successful models of school, family, business, community, government and higher education partnerships.
- ii. Administrators believe in, value and are committed to:
- (1) Schools operating as an integral part of the larger community;
 - (2) Collaboration and communication with families;
 - (3) Involvement of families and other stakeholders in school decision-making processes;
 - (4) The proposition that diversity enriches the school;
 - (5) Families as partners in the education of their children;
 - (6) The proposition that families have the best interests of their children in mind;
 - (7) Resources of the family and community needing to be brought to bear on the education of students; and
 - (8) An informed public.
- iii. Administrators facilitate processes and engage in activities ensuring that:
- (1) High visibility, active involvement and communication with the larger community is a priority;
 - (2) Relationships with community leaders are identified and nurtured;
 - (3) Information about family and community concerns, expectations and needs is used regularly;
 - (4) There is outreach to different business, religious, political and service agencies and organizations;
 - (5) Credence is given to individuals and groups whose values and opinions may conflict;

(6) The school and community serve one another as resources;

(7) Available community resources are secured to help the school solve problems and achieve goals;

(8) Partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals;

(9) Community youth family services are integrated with school programs;

(10) Community stakeholders are treated equitably;

(11) Diversity is recognized and valued;

(12) Effective media relations are developed and maintained;

(13) A comprehensive program of community relations is established;

(14) Public resources and funds are used appropriately and wisely;

(15) Community collaboration is modeled for staff; and

(16) Opportunities for staff to develop collaborative skills are provided.

5. Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

i. Administrators have knowledge and understanding of:

(1) The purpose of education and the role of leadership in modern society;

(2) Various ethical frameworks and perspectives on ethics;

(3) The values of the diverse school community;

(4) Professional codes of ethics; and

(5) The philosophy and history of education.

ii. Administrators believe in, value and are committed to:

(1) The ideal of the common good;

(2) The principles in the Bill of Rights;

(3) The right of every student to a free, quality education;

- (4) Bringing ethical principles to the decision-making process;
- (5) Subordinating one's own interest to the good of the school community;
- (6) Accepting the consequences for upholding one's principles and actions;
- (7) Using the influence of one's office constructively and productively in the service of all students and their families; and
- (8) Development of a caring school community.

iii. Administrators facilitate processes and engage in activities ensuring that they:

- (1) Examine personal and professional values;
- (2) Demonstrate a personal and professional code of ethics;
- (3) Demonstrate values, beliefs and attitudes that inspire others to higher levels of performance;
- (4) Serve as role models;
- (5) Accept responsibility for school operations;
- (6) Consider the impact of their administrative practices on others;
- (7) Use the influence of the office to enhance the educational program rather than for personal gain;
- (8) Treat people fairly, equitably and with dignity and respect;
- (9) Protect the rights and confidentiality of students and staff;
- (10) Demonstrate appreciation for and sensitivity to the diversity in the school community;
- (11) Recognize and respect the legitimate authority of others;
- (12) Examine and consider the prevailing values of the diverse school community;
- (13) Expect that others in the school community will demonstrate integrity and exercise ethical behavior;
- (14) Open the school to public scrutiny;
- (15) Fulfill legal and contractual obligations; and

(16) Apply laws and procedures fairly, wisely and considerately.

6. Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

i. Administrators have knowledge and understanding of:

(1) Principles of representative governance that undergrid the system of American schools;

(2) The role of public education in developing and renewing a democratic society and an economically productive nation;

(3) The law as related to education and schooling;

(4) The political, social, cultural and economic systems and processes that impact schools;

(5) Models and strategies of change and conflict resolution as political, social, cultural and economic contexts of schooling;

(6) Global issues and forces affecting teaching and learning;

(7) The dynamics of policy development and advocacy under our democratic political system; and

(8) The importance of diversity and equity in a democratic society.

ii. Administrators believe in, value and are committed to:

(1) Education as a key to opportunity and social mobility;

(2) Recognizing a variety of ideas, values and cultures;

(3) Importance of a continuing dialogue with other decision makers affecting education;

(4) Actively participating in the political and policy-making context in the service of education; and

(5) Using legal systems to protect student rights and improve student opportunities.

iii. Administrators facilitate processes and engage in activities ensuring that:

(1) The environment in which schools operate is influenced on behalf of students and their families;

(2) Communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate;

(3) There is ongoing dialogue with representatives of diverse community groups;

(4) The school community works within the framework of policies, laws and regulations enacted by local, State and Federal authorities;

(5) Public policy is shaped to provide quality education for students; and

(6) Lines of communication are developed with decision makers outside the school community.

SUBCHAPTER 4. STATE BOARD OF EXAMINERS

6A:9-4.1 General

(a) There shall be a Board of Examiners, consisting of the Commissioner, ex officio, and one assistant commissioner of education, two presidents of State colleges, one county superintendent, one superintendent of schools of a Type I district, one superintendent of a Type II district, one high school principal, one elementary school principal, one librarian employed by the State or by one of its political subdivisions, one school business administrator and four teaching staff members other than a superintendent, principal, school business administrator or librarian, all of whom shall be appointed by the Commissioner with the approval of the State Board.

(b) The Assistant Commissioner shall be the chair of the Board of Examiners. The Director of the Office shall be the Secretary of the Board of Examiners.

(c) The chair of the Board of Examiners shall have the authority to appoint committees made up of less than a majority of the full Board of Examiners to assist the Board of Examiners in the conduct of its duties.

(d) The Board of Examiners shall hold its annual organization meeting prior to October 1 of each year.

6A:9-4.2 Powers and duties

(a) The Board of Examiners shall issue appropriate certificates to teach or to administer, direct, or supervise, the teaching, instruction or educational guidance of pupils in public schools operated by district boards of education, and such other certificates as it shall be authorized to issue by law, based upon certified scholastic records, documented experience or upon examinations, and may revoke or suspend such certificates. The authority to issue certificates also includes the authority to refuse to issue a certificate under appropriate circumstances as set forth in N.J.A.C. 6A:9-17.2. All actions taken by the Board of Examiners shall be taken pursuant to rules adopted by the State Board.

(b) The Board of Examiners may suspend or revoke certificates pursuant to N.J.A.C. 6A:9-17.5.

(c) In exercising its statutory and regulatory authority, the Board of Examiners and staff assigned to it may:

1. Examine credentials and issue certificates that qualify individuals to seek employment as teaching staff members in the public schools of the State of New Jersey;

2. Recommend and develop procedures that govern the certification of teaching staff members;

3. Coordinate, monitor and evaluate those aspects of college academic programs and those training programs of district boards of education that lead to educational certificates and recommend their periodic approval by the Commissioner;

4. Coordinate, monitor and evaluate the administration of tests and other assessments that are required for educational certification;

5. Maintain reciprocal agreements with other states and territories concerning the certification of educational practitioners;

6. Maintain and report data on the supply and quality of newly certified teaching staff members; and

7. Assist district boards of education in the employment of teaching staff members.

SUBCHAPTER 5. GENERAL CERTIFICATION POLICIES

6A:9-5.1 Certificate required

(a) Pursuant to N.J.S.A. 18A:26-2, any person employed as a teaching staff member by a district board of education shall hold a valid and appropriate certificate.

(b) In addition to the requirements set forth in this subchapter for certification, the certificate holder shall obtain any license, certificate or authorization that may be mandated by State or Federal law or by a licensing board in order for the individual to serve in a position. The district board of education that is considering employing the individual shall assure that the candidate holds all necessary licenses, certificates or authorizations.

(c) The employing district shall remove from the position any teaching staff member who fails to maintain the mandated license, certificate or authorization as set forth in (b) above. Pursuant to N.J.A.C. 6A:9-17.4(a), the district also shall report the names of these individuals to the Board of Examiners.

(d) The Board of Examiners may consider revocation or suspension of the certificate of any individual who fails to maintain the license, certificate or authorization as required in (b) above.

6A:9-5.2 Certificates--general

(a) The Board of Examiners shall issue three categories of educational certificates: Instructional, Administrative and Educational Services.

(b) The chief school administrator of the employing district board of education shall require each newly employed or reassigned teaching staff member to exhibit an appropriate certificate before the teaching staff member assumes any responsibility for the performance of regulated duties. It shall be the chief school administrator's responsibility to ensure that the certificate is valid.

(c) The chief school administrator of each district board of education shall annually report the names and teaching assignments of all teaching staff members to the county superintendent. The county superintendent shall provide to the employing district board of education and the Commissioner written notice of any instance in which a teaching staff position is occupied by a person who does not hold appropriate certification.

(d) Any contract or engagement of any teaching staff member shall cease and terminate whenever the employing district board of education receives written notice from the county superintendent, or otherwise ascertains, that such person is not, or has ceased to be, the holder of an appropriate certificate required for such employment. A teaching staff member's employment shall cease notwithstanding that the term of employment pursuant to contract or engagement has not expired.

(e) If a properly notified district board of education fails to terminate the employment of an uncertified or improperly certified teaching staff member, the Commissioner may issue an order to show cause why that teaching staff member's per diem salary should not be withheld from the district board of education's State financial aid for each day the teaching staff member remains employed. If such district board of education fails to respond or show adequate cause within 20 days from the date of mailing of the order to show cause, the Commissioner may reduce State financial aid to such district board of education by the amount of the uncertified or improperly certified teaching staff member's per diem contract salary. The district board may show adequate cause either by exhibiting an appropriate certificate or by terminating the contract of the uncertified or improperly certified teaching staff member.

6A:9-5.3 Interstate contracts

In accordance with the NASDTEC Interstate Contract, the Commissioner and the Secretary may enter into contracts with other states to allow reciprocity of teachers' credentials between New Jersey and other states.

6A:9-5.4 Fees

(a) The fee schedule in (b) below shall be in addition to any tuition and fees that institutions of higher education may charge for courses and credits offered in connection with State-approved training programs.

(b) The following nonrefundable fee schedule applies:

1. For each CE and CEAS, which includes the issuance of the provisional certificate and standard certificate--\$150.00;
2. For each emergency certificate--\$75.00;
3. For each county substitute credential--\$75.00;
4. For each renewal of an emergency or provisional certificate--\$50.00;
5. For each duplicate copy of or name change on a certificate--\$40.00;
6. For each evaluation of credentials to determine eligibility to take a particular State certification examination or to obtain information concerning qualifications for certification--\$50.00;
7. For each standard certificate--\$75.00;
8. For each certificate that requires a test, a one-time test score service fee--\$20.00;
9. For each letter the Office sends in response to a candidate's written request verifying test scores that are no longer available from the testing company--\$25.00; and
10. An application fee for an academic qualifying certificate pursuant to N.J.S.A. 18A:6-4.1 shall be \$30.00. If the candidate is not eligible, \$20.00 will be refunded.

(c) The State Board may establish in this section from time to time a fee schedule for services related to the issuance of certificates that includes, but is not limited to, fees charged by district boards of education to provisional teachers to pay for their training. This fee schedule shall be in addition to any tuition and fees charged by institutions of higher education for courses and credits offered in connection with State-approved training programs.

6A:9-5.5 Assignment of titles

(a) Each district board of education shall assign position titles to teaching staff members that are recognized in these rules.

(b) If a district board of education determines that the use of an unrecognized position title is desirable, or if a previously established unrecognized title exists, the following procedures shall apply:

1. Prior to appointing a candidate, the district board of education shall submit to the county superintendent a written request for permission to use the proposed title. Such request shall include a detailed job description.

2. The county superintendent shall exercise his or her discretion regarding approval of the request and determine the appropriate certification and title for the position.

(c) The county superintendent shall review annually all previously approved unrecognized position titles and determine whether such titles shall be continued for the next school year.

(d) Decisions rendered by county superintendents regarding titles and certificates for unrecognized positions shall be binding upon future seniority determinations on a case-by-case basis.

6A:9-5.6 Oath of allegiance required

(a) Every person who applies for a certificate for employment in any of the public schools of this State shall subscribe to the oath of allegiance and office prescribed in N.J.S.A. 41:1-3.

(b) Any person who is a citizen or subject of any country other than the United States is required to file an oath to support the Constitution of the United States while so employed.

6A:9-5.7 Citizenship requirement

(a) Except as set forth below, to be eligible for a certificate, the applicant must be a citizen of the United States.

1. Any citizen of another country who has declared his or her intention of becoming a United States citizen and who is otherwise qualified may, with the Commissioner's approval, be granted a teaching certificate for employment as a teacher by a district board of education as set forth in N.J.S.A. 18A:26-1. The certificate shall expire in five years. The Board of Examiners may revoke any such certificate pursuant to N.J.S.A. 18A:26-8.1 if the Board is satisfied that the holder thereof has abandoned his or her efforts to become a United States citizen or has become disqualified for citizenship.

2. In accord with N.J.S.A. 18A:6-7, any citizen of another country who is employed as an exchange teacher by a district board of education pursuant to N.J.A.C. 6A:9-5.15 shall be exempt from the citizenship requirement. The teacher shall file a noncitizen oath to support the Constitution of the United States while so employed.

3. In accord with N.J.S.A. 18A:6-7, any citizen of another country who is eligible for a limited certificate for foreign teachers for employment by a public school district pursuant to N.J.A.C. 6A:9-6.6 shall be exempt from the citizenship requirement. The teacher shall file a noncitizen oath to support the Constitution of the United States while so employed.

4. In accord with N.J.S.A. 18A:26-1, a teacher of foreign languages who has been a resident of the United States for less than 10 years and who is not a citizen of the United States may be granted a teaching certificate and employed as a teacher by a district board of education. The teacher shall file a noncitizen oath to support the Constitution of the United States while so

employed, as required by N.J.S.A. 18A:6-7.

5. In accord with N.J.S.A. 18A:28-3, no teaching staff member shall acquire tenure unless he or she is, or until he or she shall become, a citizen of the United States.

6A:9-5.8 Minimum degree and age requirement

Applicants for teaching certificates must be at least 18 years old, have graduated from an approved high school or have an equivalent education as determined by the Board of Examiners and have received a baccalaureate degree from a regionally accredited institution of higher education. The requirement of a baccalaureate degree shall not apply to applicants for vocational endorsements as set forth in N.J.A.C. 6A:9-11.2, for educational interpreter endorsements as set forth in N.J.A.C. 6A:9-13.18, or for military science endorsements as set forth in N.J.A.C. 6A:9-11.7.

6A:9-5.9 Examination in physiology, hygiene and substance abuse issues requirement

Candidates for instructional certificates shall pass an examination in physiology, hygiene and substance abuse issues.

6A:9-5.10 Certification of veterans

(a) Veterans who received an evaluation for certification before entering the military may continue under that evaluation, subject to the following provisions:

1. A request for reinstatement of the preservice status is made within a period of time equivalent to the length of the military service; and
2. A copy of an honorable discharge from the service is submitted.

(b) At the expiration of the time period equivalent to the length of military service, the veteran shall be subject to the rules in N.J.A.C. 6A:9-9 and 11 through 13.

6A:9-5.11 Validation of college degrees and college professional preparation

(a) A candidate for certification shall hold a bachelor's degree from a regionally accredited institution or foreign institution of higher education recognized by international accreditation agencies.

(b) Professional education preparation programs required for New Jersey certificates shall be accepted from:

1. A New Jersey college approved by the State Board for the preparation of teachers;
2. Out-of-State colleges approved by the State board or department of education or department

of higher education in the state in which the college is established and approved by the Department on the basis of reciprocal agreements; and

3. Regionally accredited two-year colleges provided that:

i. The courses are accepted toward meeting the requirements for certification by a college approved by the Department and such courses appear on the official transcript of a regionally accredited four-year college; and

ii. No more than six semester-hour credits in professional education are completed on the two-year college level, except as provided for in N.J.A.C. 6A:9-13.18.

6A:9-5.12 Recognition of advanced standing in a college

(a) Advanced work completed in a secondary school, which is assigned college credit by the institution of higher education that the candidate attends, shall be counted toward meeting the requirements for certification.

(b) When a regionally accredited four-year college or university grants advanced standing but does not award college credit for courses that were waived, the Department may accept the study that the college waived as college credit for purposes of certification.

6A:9-5.13 Course information

(a) Courses completed by correspondence or distance learning may be accepted for certification purposes only if they are completed through a regionally accredited college or university and appear on the official transcript of the college or university.

(b) Teaching a course in a regionally accredited college or university shall be deemed the equivalent of having presented the course on a college transcript. Evidence of such teaching must be submitted in the form of an original letter from the college president or dean.

6A:9-5.14 Equivalency of work taken in other countries

(a) An applicant for certification who has completed college-level study in a country other than the United States shall present an equivalency report of that study from a Department-approved credentials evaluation agency. The equivalency report shall include the following:

1. Studies equivalent to a bachelor's degree from a regionally accredited four-year college or university in the United States;

2. Course-by-course listing and the semester-hour equivalent of each area of college-level study; and

3. The GPA at the conclusion of the degree program.

6A:9-5.15 Exchange teachers

(a) A district board may employ a teacher from another state or country in exchange for one of its own teaching staff members for a period of up to one school year. The district board shall adopt a resolution stating that the exchange teacher is employed as a substitute teacher for that teaching staff member during that school year.

(b) If the exchange teacher is a foreign national, the teacher shall be required to file a non-citizen oath of allegiance with the district board of education as required by N.J.S.A. 18A:6-7 to the effect that he or she will support the Constitution of the United States during the period of his or her employment within the State.

(c) The district board of education shall request that the county superintendent issue a county substitute credential to the exchange teacher. The 20-day limitation pursuant to N.J.A.C. 6A:9-6.5(b) shall not apply to the exchange teacher and the exchange teacher is authorized to serve for the period of his or her temporary service in the State as an exchange teacher.

6A:9-5.16 Issuance of a certificate

(a) The Board of Examiners shall issue the appropriate certificate upon the candidate's completion of all certification requirements. The teacher shall maintain possession of the original certificate.

(b) If the candidate is not eligible for the certificate sought, the Office shall issue a written evaluation that identifies the deficiencies for certification.

(c) The Board of Examiners may refuse to issue a certificate to a candidate enrolled in a New Jersey or out-of-State approved program when the candidate fails to secure the recommendation of the preparing institution.

6A:9-5.17 Replacement of lost certificates

To replace a lost certificate, the holder shall complete the appropriate application, provide a notarized statement of loss and submit the required fee.

6A:9-5.18 Instructors assigned to coach swimming

(a) Persons assigned to coach swimming or diving teams shall hold a New Jersey certificate that allows the holder to coach and shall meet the requirements as set forth in N.J.A.C. 6A:9-11.12.

(b) The chief school administrator of the employing district board of education shall:

1. Annually notify the county superintendent of all persons assigned to coach swimming and/or diving teams; and

2. Forward to the county superintendent copies of each valid American Red Cross or YMCA

certificate required in (a) above for every person assigned to coach swimming and/or diving.

6A:9-5.19 Athletics personnel

(a) Any teaching staff member in the employ of a district board of education shall be permitted to organize public school pupils for purposes of coaching or for conducting games, events or contests in physical education or athletics.

(b) School districts shall be permitted to employ any holder of a New Jersey teaching certificate to work in the interscholastic athletic program provided that the position has been advertised.

(c) In the event there is no qualified and certified applicant, the holder of a county substitute credential pursuant to N.J.A.C. 6A:9-6.5 is authorized to serve as an athletic coach in the district in which he or she is employed for a designated sports season, provided that:

1. The district chief school administrator demonstrates to the county superintendent that:
 - i. The vacant coaching position had been advertised; and
 - ii. There was no qualified applicant based on the written standards of the district board of education;
2. The district chief school administrator provides a letter to the county superintendent attesting to the prospective employee's knowledge and experience in the sport in which he or she will coach; and
3. The district board of education obtains the county superintendent's approval prior to such employment. The 20-day limitation noted in N.J.A.C. 6A:9-6.5(b) shall not apply to such coaching situations.

6A:9-5.20 Computer literacy

(a) The school administrator may assign an individual to teach computer literacy if the individual:

1. Demonstrates proficiency in current computer programs and their applications; and
2. Holds a CE, CEAS or standard certificate in an instructional field.

6A:9-5.21 Conditional certificate to teach a world language

(a) A holder of a conditional certificate to teach a world language issued prior to January 20, 2004 may renew the certificate for a maximum of four years. For renewal of the certificate, the candidate shall:

1. Within 12 months of obtaining the initial conditional certificate, complete a minimum of

three semester-hours credits in world language methodology offered by a regionally accredited four-year college or university; and

2. Demonstrate progress toward meeting State requirements for standard certification within five years of the issuance of the initial conditional certificate.

(b) No new conditional certificates to teach a world language shall be issued as of January 20, 2004.

6A:9-6.1 Standard certificate

The standard certificate is a permanent certificate issued to candidates who have met all requirements for State certification.

6A:9-6.2 Provisional certificate

The provisional certificate is a two-year certificate issued to candidates who have met requirements for initial employment as part of a State-approved district training program or residency leading to standard certification. If the duration of the district training program extends beyond the two-year period, the provisional certificate shall be renewed. The certificate is renewable for a maximum of two renewals.

6A:9-6.3 Emergency certificate

(a) An emergency certificate is a one-year substandard certificate issued only to educational services certificate candidates who meet the requirements specified for each endorsement.

(b) A district board of education may apply to the county superintendent for an emergency certificate for a candidate in authorized educational services areas if it can demonstrate its inability to locate a suitable certified candidate due to unforeseen shortages or other extenuating circumstances. The county superintendent may approve the application if he/she determines that there are no suitable certified candidates to fill the position.

(c) The certificate is renewable annually up to a maximum of two times at the request of the district and approval of the county superintendent. Renewal is predicated upon demonstration of progress toward successful completion of coursework and tests required for issuance of a CE, CEAS or standard certificate. A candidate serving under an emergency certificate shall be employed under emergency certification for no more than a total of three years in any one educational services endorsement area regardless of the number of districts in which the candidate serves.

(d) An emergency certificate is valid for employment only in the district requesting the emergency certificate.

6A:9-6.4 Certificate of eligibility

(a) A certificate of eligibility (CE) is a certificate with lifetime validity that the Board of Examiners may issue to candidates who meet degree, academic and applicable test requirements.

(b) A certificate of eligibility with advanced standing (CEAS) is a certificate with lifetime validity that the Board of Examiners may issue to candidates who meet degree, academic and test requirements and complete a State-approved college professional education preparation program.

(c) The CE or CEAS authorizes the holder to seek employment. A holder of a CE or CEAS shall not assume responsibility for a job assignment until the holder has been issued a provisional certificate.

6A:9-6.5 County substitute credential

(a) The county substitute credential is issued by the county superintendent. It is intended only for persons acting temporarily in replacement of a fully certified and regularly employed teacher. The county superintendent may issue county substitute credentials only when the supply of properly certified teachers is inadequate to staff the school.

(b) A candidate shall apply for a county substitute credential to the county superintendent through the district board of education. The district board of education shall submit the candidate's application, official transcripts, signed and notarized oath of allegiance, academic credentials and appropriate fee pursuant to N.J.A.C. 6A:9-5.4(b)3 to the county superintendent for review and approval. The county superintendent may issue a county substitute credential to candidates who do not hold standard New Jersey certificates but who can present a minimum of 60 semester-hour credits completed at a regionally accredited college or university. The holder of the county substitute credential pursuant to this subsection may serve for no more than 20 consecutive days in the same position in one school district during the school year.

(c) The county superintendent shall not issue a county substitute credential until the candidate submits a criminal history qualification letter from the Department pursuant to N.J.S.A. 18A:6-7.1 et seq.

(d) Holders of a CE or CEAS issued by the Board of Examiners may serve as a substitute teacher in areas authorized by their credentials for a period of 60 days. Holders of a CE or CEAS are not required to have a county substitute credential for this service.

(e) Holders of a standard New Jersey instructional certificate may serve as a substitute teacher in areas outside the scope of their endorsements for a period of 30 instructional days. Holders of standard certificates are not required to have a county substitute credential for this service. This subsection does not apply to the holder of a standard certificate with a vocational-technical endorsement.

(f) The county substitute credential is valid in the county of issuance and in any county of the State if appropriately registered with the county office of education in that county.

(g) The county substitute credential is valid for a three-year period from the date of issuance, unless rescinded pursuant to (k) below.

(h) The county superintendent may issue a vocational county substitute credential to a candidate who presents two years of full-time work experience in the appropriate career cluster in lieu of 60 semester hour college credits. The work experience shall be documented by an experience statement from an employer or presentation of a valid occupational license. The vocational county substitute credential is required to serve as a substitute teacher for specific vocational-technical skills. The holder of a vocational-technical CE or CEAS is also authorized to serve as a vocational county substitute teacher.

(i) The county superintendent may issue a county substitute credential to serve as a substitute school nurse to the holder of a valid New Jersey registered professional nurse license.

(j) The holder of a county substitute credential is authorized to serve as an athletic coach in the district pursuant to N.J.A.C. 6A:9-5.19(c). The 20-day limitation pursuant to (b) above shall not apply to such coaching situations as coaches may serve for up to one academic year.

(k) The county superintendent may rescind a county substitute credential at any time during the term of its validity for good cause shown, including, but not limited to, commission of offenses within the terms of the forfeiture statute, N.J.S.A. 2C:51-2, or the disqualification statute, N.J.S.A. 18A:6-7.1; or conduct inconsistent with employment in a school environment; or evidence that the holder did not meet the qualifications for the credential at the time of issuance. Appeal of any such rescission shall be to the Commissioner pursuant to N.J.A.C. 6A:3.

SUBCHAPTER 6. TYPES OF CERTIFICATES

6A:9-6.6 Limited certificate for foreign teachers

(a) Pursuant to N.J.S.A. 18A:26-1 and 18A:26-8.1, a limited certificate for foreign teachers is a non-renewable certificate issued to citizens of other countries and is valid for three years. Certificate issuance is contingent upon the candidate's enrollment in a Department-approved international agency and completion of the requirements in (d) below.

(b) Department-approved agencies are authorized to recruit teachers for New Jersey school districts in subject areas that the State Board has determined as having a critical shortage.

(c) Prior to hiring a foreign teacher, the district board of education shall:

1. Demonstrate to the county superintendent its inability to locate a suitable certified teacher;
2. Submit to the county superintendent the candidate's application and supporting documentation; and
3. Maintain all documentation of its effort to employ a suitable certified teacher.

(d) To be eligible for the limited certificate for foreign teachers, a candidate shall submit evidence of the following:

1. Completion of a degree that is equivalent to a United States bachelor's degree as determined by a Department-approved foreign credentials evaluation service;
2. Completion of an academic major in the subject to be taught. Candidates hired to teach world languages are exempt from this requirement. The teacher may teach his or her native language upon demonstration of oral language proficiency as certified by the agency;
3. Achievement of the GPA pursuant to N.J.A.C. 6A:9-8.1(a)2;
4. Completion of the Department-identified State test requirement appropriate to the subject to be taught within the first six months of employment. Except for those teachers who teach advanced level world language courses, world language teachers are exempt from this requirement;
5. Completion of a college teacher preparation program in the teacher's home country as certified by a Department-approved foreign credentials evaluation service;
6. Certification by the agency verifying the foreign teacher's valid authorization to teach in his or her home country;
7. Certification by the agency verifying that the teacher has completed a minimum of three years of successful full-time teaching experience in the subject area to be taught. World language teachers must present evidence of three years of successful full-time teaching experience in any subject; and
8. Completion of a Department-approved nationally recognized test assessing the ability to speak, read and write the English language fluently.

(e) A foreign teacher hired prior to January 2003 and employed as of January 20, 2004 in a school district through an approved agency may be issued a limited certificate for foreign teachers without meeting the requirements in (d) above. The certificate shall expire when the certificate holder's visa expires.

(f) The candidate shall sign a notarized non-citizen oath to support the Constitution of the United States.

(g) Agencies seeking to operate foreign teacher placement programs in New Jersey shall obtain Department approval. The agency shall provide the following:

1. Evidence of U.S. State Department authorization to sponsor J-1 visas;
2. A description of the program including orientation materials and procedures, references from other State agencies and demonstration of prior experience in foreign teacher recruitment and

placement; and

3. A description of the process by which the agency determines the foreign teacher's U.S. bachelor degree equivalency, college teacher preparation equivalency, authorization to teach, oral language proficiency and successful teaching experience.

(h) Agencies shall provide assistance to districts and foreign teachers with all aspects of the teacher placement process including, but not limited to:

1. Recruitment and screening of qualified foreign teachers;
 2. Orientation to prepare foreign teachers for their teaching assignments and daily life in the school community;
 3. Orientation for districts to prepare them to host foreign teachers;
 4. Enrollment of foreign teachers in a health and accident insurance coverage plan that meets the requirements of the U.S. State Department for obtaining the J-1 visa;
 5. Assignment of foreign teachers to instruct within their respective disciplines and provision of an ongoing monitoring and support system;
 6. Replacement of any teacher whose performance is not satisfactory as determined by the employing district pursuant to the terms of the contract; and
 7. Determination of responsibility for payment of the program costs. The school district, the foreign teacher and the agency shall determine who shall incur the costs of sponsoring the foreign teacher pursuant to a contract signed by all parties. In order to maintain Department approval, the agency shall provide the Department with a current fee schedule outlining anticipated costs for participation in the program.
- (i) An agency shall be subject to a review for renewal of its Department approval every three years. If, at any time during the agency's operation in New Jersey, the Department determines that it has failed to meet the outlined criteria, upon Department notification, the agency shall cease operations in the State.
- (j) A limited certificate for foreign teachers may be revoked or suspended in accord with N.J.A.C. 6A:9-17.5.

SUBCHAPTER 7. PARAPROFESSIONAL APPROVAL

6A:9-7.1 Paraprofessional approval

- (a) The county superintendent may approve school aides and/or classroom aides who assist in

the supervision of pupil activities under the direction of a principal, teacher or other designated certified professional personnel.

(b) In order to employ a paraprofessional, the district board of education shall develop a job description and standards for each appointment. The description and standards shall be based on the district's needs and shall include:

1. The duties to be performed;
2. The types of proficiencies needed;
3. The academic and/or experience qualifications;
4. The arrangement for supervision of the aide; and
5. The compensation.

(c) The chief school administrator shall submit the job description and standards in (b) above to the county superintendent for approval. The county superintendent shall review the description and standards proposed for classroom aide positions. If, after review of the description and standards, the county superintendent determines that the district requires the paraprofessional position, he or she shall approve the district's use of the position and notify the district board of education in writing of the approval.

SUBCHAPTER 8. REQUIREMENTS FOR INSTRUCTIONAL CERTIFICATE

6A:9-8.1 Requirements for certificates of eligibility

(a) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for a CE in instructional areas, the candidate shall:

1. Hold a bachelor's or an advanced degree from a regionally accredited college or university;
2. Achieve a cumulative GPA of at least 2.50 when a GPA of 4.00 equals an A grade for students graduating before September 1, 2004 in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits; for students graduating on or after September 1, 2004, achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits;
3. For subject area endorsements, complete at least 30 credits in a coherent sequence of courses appropriate to the instructional area. For the elementary school endorsement, complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hour credits in liberal arts and/or science;

4. Pass the appropriate State test of subject matter knowledge; and
5. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9.

(b) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for a CEAS in instructional fields, the candidate shall meet the requirements in (a) above and complete one of the following programs of teacher preparation:

1. A New Jersey college program, graduate or undergraduate, approved by the Department for the preparation of teachers pursuant to N.J.A.C. 6A:9-10;
2. A college preparation program included in the interstate certification reciprocity system of NASDTEC;
3. An out-of-State teacher education program approved by NCATE, TEAC or any other national professional education accreditation body recognized by the Council on Higher Education Accreditation approved by the Commissioner;
4. A teacher education program approved for certification by the Department in one of the states party to the NASDTEC Interstate Contract, provided the program was completed on or after January 1, 1964 and the state in which the program is located would issue the candidate a comparable endorsement; or
5. An out-of-State college teacher education program approved by the state department of education in which the program is located.

(c) The teacher preparation programs listed in (b)1 through 5 above must culminate in college supervised student teaching.

(d) A candidate who graduates on or after September 1, 2004 with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score in the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more will meet the requirements of (a)2 and 4 above. This alternative requirement to (a)2 and 4 above should not be construed as a waiver to N.J.A.C. 6A:9-17.16.

(e) A candidate who graduates on or after September 1, 2004 with a GPA that is 3.50 or higher, when a GPA of 4.00 equals an A grade, but whose score in the appropriate State test of subject matter knowledge falls below the passing score by no more than five percent will meet the requirements of (a)2 and 4 above. This alternative requirement to (a)2 and 4 above should not be construed as a waiver to N.J.A.C. 6A:9-17.16.

6A:9-8.2 Requirements for the provisional certificate

- (a) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for a provisional certificate, a

candidate shall:

1. Hold a CE or CEAS in the endorsement area required for the teaching assignment; and
2. Obtain and accept an offer of employment in a position that requires instructional certification.

6A:9-8.3 Requirements for State-approved district training programs

(a) Each district board of education shall be authorized to employ a provisional teacher after its mentoring plan has been approved pursuant to N.J.A.C. 6A:9-8.4(d)3.

(b) Each State-approved district training program shall provide essential knowledge and skills through the following training:

1. A full-time clinical experience of no less than 20 days duration shall be provided by in-district personnel as described and approved in the district's local mentor plan and may be in joint sponsorship with other educational entities. The clinical experience shall prepare the novice teacher with the skills and knowledge to succeed in the initial teaching experience and shall take place prior to the time at which the novice teacher takes full responsibility for a classroom. This clinical experience shall provide high quality pre-professional support, instruction and clinical experiences and study in those essential areas of professional study pursuant to N.J.A.C. 6A:9-3.3. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-8.1(b).

2. On-going mentoring of the provisional teacher shall take place over a period of 30 weeks in accordance with the local mentor plan pursuant to N.J.A.C. 6A:9-8.4 and in accordance with the Professional Standards for Teachers.

3. The building principal or an appropriately certified school administrator shall observe and formally evaluate the provisional teacher in accordance with N.J.A.C. 6A:9-8.6 and 8.7.

4. Approximately 200 hours of formal instruction in professional education aligned with the Professional Standards for Teachers shall be completed by the provisional teacher concurrently with the requirements of (b)1 through 3 above. This requirement shall not apply to provisional teachers who hold a CEAS pursuant to N.J.A.C. 6A:9-7.1(b).

(c) Districts or consortia of districts, in conjunction with a college or university, shall provide formal instruction to the provisional teachers they employ pursuant to (b)4 above. The district or consortium shall submit a written plan for the Department's approval. In the event that joint sponsorship with a college or university cannot be achieved, the Department may authorize the district or consortium to provide the formal instruction independently or in joint sponsorship with a non-collegiate entity. The district or consortium's written plan shall include documentation of its efforts to secure college or university participation.

(d) Districts unable to provide formal instruction to provisional teachers in their employ shall

provide access to formal instruction through a network of Department-authorized regional training centers.

(e) District, consortia of districts and other providers of the 200 hours of formal instruction in professional education shall align their programs with the Professional Standards for Teachers by September 1, 2005.

6A:9-8.4 Requirements for local mentor plan

(a) All novice teachers are required to participate in a one-year mentoring program that is implemented by the mentor teacher, supervised by the school principal and within the parameters of a district's local mentor plan.

1. In the event that no State funds are available to pay the costs of mentoring fees, candidates who are required to complete a provisional year of teaching in order to obtain standard certification shall be responsible for payment of mentoring fees during the provisional year. The employing district may at its discretion pay the cost of mentoring fees.

2. All novice teachers whose positions require possession of instructional certificates in accordance with N.J.S.A. 18A:26-2 and N.J.A.C. 6A:9- 5.1(a) shall comply with the requirements of the local mentoring plan.

(b) All district boards of education that employ novice teachers in positions requiring the possession of instructional certificates shall comply with the provisions of this subchapter and shall ensure the following:

1. That rigorous one-year mentoring is provided to novice teachers by developing a local mentor plan in which experienced teachers give confidential support and guidance to novice teachers in accordance with the Professional Standards for Teachers;

2. That the local mentor plan includes in-person contact between the mentor teacher and the novice teacher;

3. That the local Professional Development Committee established pursuant to N.J.A.C. 6A:9-15.3(d) develops a local mentor plan; and

4. That the district board of education shall report annually the implementation of the local mentor plan in its Quality Assurance Annual Report pursuant to N.J.A.C. 6:8-2.1.

(c) The local Professional Development Committee shall ensure the development of a local mentor plan as follows:

1. The local Professional Development Committee in each district board of education shall develop a local mentor plan that includes:

i. Goals that at a minimum enhance teacher knowledge of and strategies related to the CCCS in

order to facilitate student achievement; identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching; and assist novice teachers in the performance of their duties and adjustment to the challenges of teaching;

- ii. An application process for selecting mentor teachers;
- iii. Criteria for mentor teacher selection;
- iv. Provisions for comprehensive mentor training;
- v. Identification of mentor teacher responsibilities;
- vi. Logistics for mentor plan implementation;
- vii. Consideration of collaborative arrangements with colleges and universities; and
- viii. Provisions for the use of State funds.

2. The local Professional Development Committee shall submit the local mentor plan to the district board of education for approval.

3. After plan review, the district board of education shall submit the plan to the county superintendent who shall notify the Department of plan approval.

(d) The district board of education shall be responsible for the implementation of the local mentor plan through the following:

1. The plan shall provide criteria for selection of mentor teachers. At a minimum, the criteria shall include the following:

i. The district board of education may select a certified teacher with at least three years of experience who is actively teaching in the district or a retired teacher or administrator to serve as a mentor teacher;

(1) The district board of education shall provide training in current educational practices to the retired teachers or administrators serving as mentor teachers who have not been in a school or district educational setting for three years;

ii. The mentor teacher applicant is committed to the goals of the local mentor plan;

iii. The mentor teacher applicant has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;

iv. The mentor teacher applicant has demonstrated exemplary command of content area knowledge and of pedagogy;

- v. The mentor teacher applicant is experienced and certified in the subject area in which the novice teacher is teaching, where possible;
- vi. The mentor teacher applicant is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves;
- vii. The mentor teacher applicant is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;
- viii. The mentor teacher applicant provides letters of recommendation as determined by the district mentor plan from those who are familiar with the mentor teacher applicant's work; and
- ix. The mentor teacher applicant agrees to complete a comprehensive mentor training program.

2. Annually, the district board of education shall submit a report on the effectiveness of the local mentor plan to the Department. The report, using data collected on a Department-developed form, shall include program impact on job satisfaction, adequacy of time and training and recommended program changes and additions.

3. District boards of education shall align the mentor plan with the Professional Standards for Teachers no later than September 1, 2004.

(e) District boards of education shall be responsible for budgeting any State funds appropriated for the novice teacher mentoring program.

1. Subject to the availability of funds, the Department shall appropriate State funds based on the number of novice teachers employed each year in a given public district board of education.

2. District boards of education shall ensure that State funds appropriated for this program shall supplement, and not supplant, any Federal, State or local funds already devoted to planning and implementing a novice teacher mentor program.

3. District boards of education shall ensure that State funds shall be used for one or more of the following:

- i. Stipends for mentor teachers;
- ii. The costs associated with release time;
- iii. Substitutes for mentor teachers and novice teachers; and
- iv. Professional development and training activities related to the program.

6A:9-8.5 Requirements for nonpublic school training programs

(a) Nonpublic schools may choose to participate in the training provided for first-year novice

teachers pursuant to N.J.A.C. 6A:9-8.3 if they meet the following requirements:

1. Prior to enrolling any candidate in a teacher training program, the individual with the authority to execute binding documents on behalf of the nonpublic school shall enter into a written agreement with the Department agreeing to comply with all requirements pursuant to N.J.A.C. 6A:9-8.4(b) and (d);
2. A teacher on staff in a non-administrative, non-supervisory capacity who holds a standard New Jersey instructional certificate shall be assigned as mentor;
3. The school is accredited by an accrediting agency accepted by the Department; and
4. The candidate is employed as a classroom teacher in a position that would require an appropriate instructional certificate in a public school.

6A:9-8.6 Evaluation of provisional teachers

(a) An appropriately certified building principal or administrative designee authorized to supervise instructional staff shall observe and evaluate the provisional teacher three times during the first year of mentoring for purposes of certification. All performance evaluations shall be aligned with the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3 and reported on State-developed forms.

1. The first formative evaluation shall be completed at the end of 10 weeks, or proportionally longer if the teacher is part-time, after the provisional teacher assumes full responsibility of a classroom.
2. The second formative evaluation shall be completed at the end of 20 weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom.
3. The final summative evaluation shall be completed at the end of 30 weeks, or proportionally longer for part-time teachers, after the provisional teacher assumes full responsibility of a classroom. This final, summative evaluation shall be completed by the building principal who shall make one of three recommendations for certification pursuant to N.J.A.C. 6A:9-8.7(b).

(b) Within 15 days following each evaluation, the evaluator pursuant to (a) above shall provide a copy of the evaluation to the provisional teacher.

(c) Mentor teachers shall not assess or evaluate the performance of provisional teachers. Interactions between provisional teachers and experienced mentor teachers are formative in nature and considered a matter of professional privilege. Mentor teachers shall not be compelled to offer testimony on the performance of provisional teachers.

6A:9-8.7 Recommendation for certification of provisional teachers

(a) Within 30 days after the conclusion of the State-approved district training program, the building principal shall submit the final evaluation directly to the Secretary that shall contain a recommendation regarding standard certification for each provisional teacher.

(b) The final evaluation for each provisional teacher shall include one of the following recommendations:

1. Approved: Recommends issuance of a standard certificate;
2. Insufficient: Recommends that a standard certificate not be issued but that the candidate be permitted to seek entry on one more occasion into a State-approved district training program; or
3. Disapproved: Recommends that a standard certificate not be issued and that the candidate not be allowed to enter into another State-approved district training program.

(c) Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations pursuant to N.J.A.C. 6A:9-17.18.

6A:9-8.8 Requirements for the standard certificate

(a) Except as indicated in N.J.A.C. 6A:9-11, to be eligible for the standard certificate in any instructional area, the candidate shall:

1. Possess a provisional certificate pursuant to N.J.A.C. 6A:9-8.2; and
2. Successfully complete a State-approved district training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4 while employed provisionally in a position requiring the appropriate instructional certificate.

(b) A candidate who holds a standard New Jersey instructional certificate shall be eligible for additional standard certificates if the candidate meets the requirements of N.J.A.C. 6A:9-8.1(a)1, 3 and 4. This provision does not apply to holders of the Teacher of Military Science endorsement or candidates seeking vocational education, special education, English as a second language, bilingual/bicultural education and preschool through grade three endorsements.

(c) A candidate who has completed the requirements pursuant to N.J.A.C. 6A:9-8.1(b) and at least one year of appropriate teaching experience under a valid out-of-State license or certificate shall be eligible for a standard certificate upon completion of the test requirement. For the candidate who has completed the requirements pursuant to N.J.A.C. 6A:9-8.1(b) but has not met the GPA requirements pursuant to N.J.A.C. 6A:9-8.1(a)2, three years of successful teaching experience under a valid out-of-State certificate is necessary. Successful teaching experience will be demonstrated by the offer of contract renewal from the employing district or submission of satisfactory performance evaluations.

(d) A candidate who holds National Board for Professional Teacher Standards (NBPTS) certification and the corresponding out-of-State license or out-of-State certificate shall be eligible for the standard certificate in the NBPTS certificate field without additional requirements.

(e) A candidate who presents official evidence of the following requirements shall be eligible for a standard certificate:

1. Completion of requirements pursuant to N.J.A.C. 6A:9-8.1(a);
2. Completion of at least one year of appropriate, successful teaching experience under a valid out-of-State license or certificate;
3. Completion of an out-of-State non-traditional or alternate route teacher preparation program that is determined by the Department to be comparable to the State's school-based training and evaluation program provided to all New Jersey novice teachers; and
4. A valid standard certificate from the state in which (e)3 above was completed.

SUBCHAPTER 9. INSTRUCTIONAL CERTIFICATES

6A:9-9.1 Authorizations--general

(a) Each teaching endorsement is required for the corresponding teaching assignment.

1. Each endorsement is valid for grades preschool through 12, with the following exceptions:
 - i. The elementary endorsements, which are valid in grades kindergarten through grade eight as specified in N.J.A.C. 6A:9-9.2(b)2 and 3; and
 - ii. The Preschool through Grade Three endorsement that is valid in preschool through grade three.
2. Teachers with English endorsements, who taught reading prior to February 1976, may continue to teach in the same assignment. Certified teachers employed by school districts using a whole school reform model pursuant to N.J.A.C. 6A:24-4 are authorized to teach reading in accord with the specifications of the model.
3. Teachers with elementary school endorsements issued prior to January 20, 2004 may continue to teach in grades nursery through eight in any employing district. These teachers must demonstrate to the district that they have content knowledge appropriate to the subject(s) taught. All teachers certified to teach after January 20, 2004 hired to teach in grades six through eight must hold either the elementary school with subject matter specialization or the subject matter endorsement.
4. Teachers with special education endorsements issued prior to January 20, 2004 may continue to teach students with disabilities in grades preschool through grade 12 if they can demonstrate

to the district content knowledge appropriate to the content and the content level to be taught.

5. Teachers holding endorsements that are no longer issued as of January 20, 2004 may continue to teach in the subject areas in which the teacher was authorized to teach under the former rules.

6. Holders of vocational-technical instructional endorsements issued prior to January 20, 2004 remain valid. These teachers are authorized to teach in the occupations for which they hold endorsements. A crosswalk of these former certificates that identifies under which of the new career clusters the teacher's certificate falls is available in the Office.

6A:9-9.2 Endorsements and authorizations

(a) The teaching endorsements and authorizations in (a)1 through 9 below are grouped within the relevant CCCS.

1. Visual and performing arts:

i. Art: This endorsement authorizes the holder to teach art in all public schools with the exception of approved vocational programs;

ii. Dance: This endorsement authorizes the holder to teach dance in all public schools with the exception of approved vocational programs;

iii. Music: This endorsement authorizes the holder to teach vocal and instrumental music and related theory in all public schools;

iv. Speech arts and dramatics: This endorsement authorizes the holder to teach speech arts and dramatics in all public schools with the exception of approved vocational programs; and

v. Theater: This endorsement authorizes the holder to teach theater in all public schools with the exception of approved vocational programs.

2. Comprehensive health and physical education:

i. Health education: This endorsement authorizes the holder to teach health education in all public schools;

ii. Health and physical education: This endorsement authorizes the holder to teach health and physical education in all public schools;

iii. Physical education: This endorsement authorizes the holder to teach physical education in all public schools; and

iv. Swimming and water safety instructor: This endorsement authorizes the holder to teach swimming, diving and water safety in all public schools.

3. Language arts literacy:

- i. English: This endorsement authorizes the holder to teach English in all public schools;
- ii. English as a Second Language: This endorsement authorizes the holder to teach English as a second language in all public schools; and
- iii. Reading: This endorsement authorizes the holder to teach reading in all public schools.

4. Mathematics:

- i. Mathematics: This endorsement authorizes the holder to teach mathematics in all public schools.

5. Science:

- i. Biological science: This endorsement authorizes the holder to teach biological, environmental and general science in all public schools. Biological science includes botany, anatomy and physiology, zoology and biology;
- ii. Chemistry: This endorsement authorizes the holder to teach chemistry, environmental and general science in all public schools;
- iii. Earth science: This endorsement authorizes the holder to teach earth, environmental and general science in all public schools. Earth science includes astronomy, geology, meteorology, oceanography, physical geography and space science;
- iv. Physical science: This endorsement authorizes the holder to teach physical, environmental and general science in all public schools. Physical science includes physics, chemistry, and earth and space sciences other than geography; and
- v. Physics: This endorsement authorizes the holder to teach physics, environmental and general science in all public schools.

6. Social studies:

- i. Psychology: This endorsement authorizes the holder to teach psychology in all public schools; and
- ii. Social studies: This endorsement authorizes the holder to teach social studies in all public schools. Social studies includes American history, European history, world history, government, political science, sociology, geography, anthropology and economics.

7. World languages: This endorsement authorizes the holder to teach one of the following designated world languages in all public schools:

i. American Sign Language;

ii. Chinese;

iii. French;

iv. German;

v. Greek;

vi. Hebrew;

vii. Italian;

viii. Japanese;

ix. Latin;

x. Portuguese;

xi. Russian;

xii. Spanish; or

xiii. Other world languages.

8. Technological literacy:

i. Technology education: This endorsement authorizes the holder to teach technology education in all public schools with the exception of approved vocational programs. Technology education includes design fundamentals, energy systems, manufacturing and construction technology, technical graphics, and communications technology.

9. Career education and consumer, family and life skills:

i. Business education/business-related technologies: Endorsements in these content fields authorize the holder to teach business education and business-related technologies in all public schools. Business education and business-related technologies include: accounting; business computer applications; business law; business communications; business mathematics; economics and finance; entrepreneurship; international business; keyboarding; business management; marketing; and exploration in business related careers.

ii. Family and consumer sciences: This endorsement authorizes the holder to teach family and consumer sciences in all public schools. Family and consumer sciences includes: family economics and resource management; family relations and human development including child

care and development and parenting education; housing and environment including interior design; nutrition, health and food management and preparation; textiles and apparel design, construction and merchandising; and exploration in family and consumer sciences related occupations.

iii. Career cluster endorsements: These endorsements authorize the holder to teach subjects grouped within one of the following careers clusters in all public schools in accord with (c) below:

- (1) Agriculture, food and natural resources;
- (2) Architecture and construction;
- (3) Arts, audio/video technology and communications;
- (4) Business, management and administrative services;
- (5) Education and training;
- (6) Finance;
- (7) Government and public administration;
- (8) Health science;
- (9) Hospitality and tourism;
- (10) Human services;
- (11) Information technology;
- (12) Law, public safety and security;
- (13) Manufacturing;
- (14) Marketing, sales and service;
- (15) Science, technology, engineering and mathematics; and
- (16) Transportation.

iv. Driver education: This endorsement authorizes the holder to teach driver education in all public schools.

(b) The teaching endorsements below authorize the holder to teach specific populations, subjects, ages and/or grade levels:

1. Bilingual/bicultural education: This endorsement authorizes the holder to teach bilingual/bicultural education in all public schools.

2. Elementary school: This endorsement authorizes the holder to:

- i. Serve as an elementary school teacher in grades kindergarten through 5 in all public schools;
- ii. Teach any of the CCCS subjects approved by the State Board in grades kindergarten through 5; and
- iii. Teach reading, writing, arithmetic, and spelling, for basic skills purposes only, in grades 6 through 12.

3. Elementary school with subject matter specialization: This endorsement authorizes the holder to:

- i. Teach the specialty subjects on the face of the certificate full-time in grades five through eight in all public schools. This endorsement does not permit the holder to teach the subject matter specialization in grades nine through 12;
- ii. Teach all CCCS subjects in grades K through 5 pursuant to (b)2 above; and
- iii. Teach reading, writing, arithmetic and spelling, for basic skills purposes only, in grades 6 through 12.

4. Preschool through grade 3: This endorsement authorizes the holder to teach preschool through grade 3 in public schools and to teach public school students in approved settings providing early childhood education.

5. Special education: These endorsements authorize the holder to teach special education to one of the designated populations listed in (b)5i through iv below. In addition to the content area(s) or grade level(s) that the teachers' content and/or grade level endorsements authorize, the holder of a special education endorsement also may provide consultative services and supportive resource programs including modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.

i. Blind or visually impaired: This endorsement authorizes the holder to teach blind or visually impaired students;

ii. Deaf or hard of hearing for oral/aural communication: This endorsement authorizes the holder to teach deaf or hard of hearing students using oral/aural communication strategies;

iii. Deaf or hard of hearing for sign language communication: This endorsement authorizes the holder to teach deaf or hard of hearing students using sign language communication strategies; and

iv. Students with disabilities: This endorsement authorizes the holder to teach students classified with disabilities with the exception of those identified in (b)5i through iii above.

(c) Teaching endorsements in the career clusters listed below authorize the holder to teach in approved vocational-technical education programs and related courses in all public schools. They are grouped in the 16 career clusters recognized nationally and by the Department. Specific occupational endorsements are available under each career cluster. A list of these endorsements will be developed by the Department in consultation with representatives of affected Statewide organizations. The list will be available from the Office and will be updated as new occupations emerge based on employer demand and as other occupations become obsolete.

1. Agriculture, food and natural resources: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the production, processing, marketing distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture and other plant and animal products and resources. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

2. Architecture and construction: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the designing, planning, managing, building and maintaining the built environment. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

3. Arts, audio-video technology and communications services: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism and entertainment services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

4. Business, management and administration: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

5. Education and training: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of education and training services, and related learning support services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

6. Finance: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to services for financial and investment planning, banking, insurance and business financial management. The candidate's authorization is limited to the area

of the candidate's State-approved occupational experience or degree.

7. Government and public administration: Endorsements in this career cluster authorize the holder to teach students preparing for occupations related to governance, national security, foreign service, revenue and taxation, regulation and management and administration at the local, State and Federal levels. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

8. Health science: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of therapeutic services, diagnostic services, support services and biotechnology research and development. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

9. Hospitality and tourism: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

10. Human services: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to families and human needs. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

11. Information technology: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the designing, developing, supporting and managing hardware, software, multimedia and systems integration services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

12. Law, public safety and security: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of legal, public safety, protective services and homeland security, including professional and technical support services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

13. Manufacturing: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and performance of materials processing into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

14. Marketing, sales and service: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and

performance of marketing activities to reach organizational objectives. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

15. Science, technology, engineering and mathematics: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and provision of scientific research and professional and technical services including laboratory and testing services, and research and development services. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

16. Transportation, distribution and logistics: Endorsements in this career cluster authorize the holder to teach students in the preparation for occupations related to the planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. The candidate's authorization is limited to the area of the candidate's State-approved occupational experience or degree.

SUBCHAPTER 10. STANDARDS FOR NEW JERSEY EDUCATOR PREPARATION PROGRAMS IN HIGHER EDUCATION

6A:9-10.1 Requirements and standards for the approval of professional education programs preparing educational personnel

(a) The State Board shall approve teacher and school leader preparation programs in New Jersey institutions of higher education based on the following criteria:

1. Compliance with State professional standards for teachers and school leaders as established in N.J.A.C. 6A:9-3.3 and 3.4; and
2. Accreditation by a national accrediting body recognized by the Council on Higher Education Accreditation and approved by the Commissioner.

(b) Higher education institutions who prepare educators shall ensure that their professional education programs meet the following requirements:

1. Assess teaching candidates based on the New Jersey Professional Standards for Teachers and assess administrator candidates based on the New Jersey Professional Standards for School Leaders;
2. Provide outcome-based data, including:
 - i. Performance of graduates;

ii. Numbers of educator candidates prepared in critical shortage areas and from diverse backgrounds; and

iii. Placement and retention rates;

3. Use the standards of national specialty organizations in developing programs in each content/specialty area. If national standards are not available, State standards shall be used in developing programs;

4. Provide opportunities to learn the knowledge, skills and dispositions included in the State Professional Standards for Teachers and School Leaders, including clear links between the standards and a coherent set of high-quality experiences; structured opportunities to work with diverse learners; diagnoses of candidate needs and progress tied to individualized developmental experiences; and approaches that are standards-driven;

5. Ensure program quality, including:

i. Coherence and consistency of delivery over time;

ii. Means for continuous program evaluation and quality improvement;

iii. Means for continuous assessment of progress of candidates;

iv. Close collaboration with clinical settings; and

v. Faculty who demonstrate high standards of teaching, reflect on practice and maintain ongoing links to practice settings;

6. Provide needed resources, including:

i. Evidence of institutional commitment to high quality teaching;

ii. Field experiences and internships;

iii. High quality personnel;

iv. Adequate funding for personnel training, planning and evaluation; and

v. Collaboration with schools, follow-up support of graduates and technology; and investments to support candidate access and diversity; and

7. Obtain accreditation through the National Council for the Accreditation of Teacher Education, the Teacher Education Accreditation Council or any other national professional education accreditation body recognized by the Council on Higher Education Accreditation and approved by the Commissioner.

i. No later than May 1, 2004, institutions of higher education preparing professional educators shall declare to the Department which national accreditation the college or university will be seeking;

ii. No later than September 1, 2004, institutions of higher education preparing professional educators shall provide proof to the Department that they have obtained membership in the national accreditation organization.

iii. No later than January 15, 2006, institutions of higher education preparing professional educators shall provide the Department with evidence of progress in the national accreditation process;

iv. No later than January 2, 2009, institutions of higher education preparing professional educators shall have acquired national accreditation;

v. Following the accreditation visitation, but no later than July 1, 2009, institutions of higher education preparing professional educators shall provide proof of their national accreditation recognition status to the Department;

vi. Institutions of higher education preparing professional educators that fail to obtain national accreditation shall forfeit State approval to offer professional educator preparation programs leading to certification; and

vii. The State shall withdraw approval for any institution of higher education preparing professional educators that fails to meet the conditions in (b)7v and vi above.

(c) Formal admission to teacher preparation programs shall be reviewed by colleges and universities at the beginning of the junior year and shall be granted only to those students who have:

1. Maintained a cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade for the first two years of college. Institutions may require higher minimum GPAs for entry into teacher preparation programs;

2. Achieved acceptable levels of proficiency in the use of the English language, both oral and written, and mathematics. Students with deficiencies in these areas upon admission to college shall be required to demonstrate proficiency through an oral or written assessment by the beginning of the junior year; and

3. Demonstrated aptitude for the profession of teaching through successful completion of an appropriate practical experience in an elementary or secondary school.

(d) The college or university faculty shall evaluate each student at the end of the semester prior to student teaching. The faculty evaluation shall be based on a comprehensive assessment of relevant indicators that include:

1. A cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade; and
2. Acceptable levels of teaching proficiency in junior field experience as indicated by the evaluation reports of college and school faculty. Such evaluations shall be communicated to the student and shall be included in the student's permanent file.

(e) Colleges and universities shall assure that only students who have met the requirements in (d) above be assigned to student teaching.

(f) Colleges and universities shall recommend for certification to the Department only those students who have completed the State approved certification program and have:

1. For students who graduate prior to September 1, 2004, achieved an overall cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade; for students graduating on or after September 1, 2004, achieved an overall cumulative GPA of at least 2.75 when a grade point of 4.00 equals an A grade; and

2. Demonstrated continued competence, aptitude, motivation and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college/university and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file.

(g) All requirements are to be applied equitably and in a non-discriminatory manner to all students, including transfer students. All admissions and retention processes are to be consistent with State and institutional affirmative action policies and goals.

(h) Colleges and universities shall develop appropriate procedures for placing on probation and dismissing from the program students who fall below minimum requirements before graduation, and shall incorporate into these procedures methods for appeals by students.

(i) Colleges and universities shall make recommendations for issuance of a CEAS for students completing an approved teacher preparation program.

(j) Colleges and universities must inform the Department when a student has successfully completed the approved program and is being recommended to the Department for issuance of the CEAS by the Board of Examiners provided that the student has passed a State test pursuant to N.J.A.C. 6A:9-8.1(a)4.

(k) Colleges and universities shall align their programs with the Professional Standards for Teachers no later than September 1, 2005.

(l) Colleges and universities shall inform the Department of those students that have matriculated in programs approved prior to the effective date of this chapter. This includes those students that matriculated as juniors in fall 2004 and spring 2005. Those candidates must complete all requirement at N.J.A.C. 6:11-7 by September 1, 2007. Candidates that do not complete all of the requirements at N.J.A.C. 6:11-7 by September 1, 2007 shall fulfill the

requirements at N.J.A.C. 6A:9-10.

6A:9-10.2 Curriculum for teacher preparation programs

(a) The preparation program for all instructional certificates shall include the provisions in (a)1 through 5 below. In addition, those candidates seeking the preschool through grade three endorsement shall comply with the requirements in (b) below and candidates seeking special education endorsements shall comply with requirements in (c), (d), (e) or (f) below.

1. A minimum of 60 semester credit hours of general education including electives. General education courses shall be distributed among the arts, humanities, mathematics, science, technology and the social sciences. There must be some study in each area. Study in technology may include topics such as computer literacy, the history of technology and the sociological impact of technological advancement which would contribute to the general technological literacy of students. The purpose of general education is to develop the prospective teacher as an educated person rather than to provide professional preparation. This component of the program shall exclude courses that are clearly professional or vocational-technical in nature;

2. A major in the arts, humanities, social sciences, mathematics, science or technology disciplines;

3. A minimum of 90 credits of the total program distributed among general education and the academic major;

4. No more than 30 semester hour credits of instruction devoted to professional preparation. Study must be devoted to the behavioral/social sciences, the teaching of literacy and numeracy, and educating linguistically diverse and special education students. Some of these areas may be included in the professional or liberal arts components of the program consistent with (a)1 above. The professional component of the undergraduate program shall be aligned with the Professional Standards for Teachers as specified in N.J.A.C. 6A:9-3.3 and shall provide students, normally beginning in the sophomore year, with practical experiences in an elementary or secondary school setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a student teaching experience; and

5. A student teaching experience. This shall be the equivalent of a full-time experience of one semester's duration and shall be included within the professional component. The student teacher shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

(b) The preparation program for the Preschool through Grade 3 endorsement also shall include the following:

1. A minimum of 13 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.1(e). The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experience in a preschool or kindergarten setting and in a first, second or third grade setting. These opportunities shall increase in intensity and

duration as the student advances through the program and culminate with an early childhood education student teaching experience; and

2. The student teaching experience shall be in an early childhood education setting.

(c) The preparation program for the Students with Disabilities endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(e)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(d) The preparation program for the Deaf or Hard of Hearing with Oral/Aural Communication endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(g)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(e) The preparation program for the Blind or Visually Impaired endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(f)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(f) The preparation program for the Deaf or Hard of Hearing endorsement with sign language also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9-11.3(h)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(g) Colleges/universities may develop dual certification programs that incorporate the requirements listed in (a) and either (b), (c), (d), (e), or (f) above. Requirements may be completed through integrated study across the curriculum. When appropriate, coursework may serve to fulfill one or more of the curriculum requirements listed in (a) through (f) above. Candidates shall be certified in the both endorsement areas.

6A:9-10.3 Supervision of practicum students

(a) Collegiate faculty assigned to supervise students shall:

1. Have had experience supervising, consulting or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting or otherwise working in an early childhood setting; and

2. Be full-time faculty members or part-time faculty with demonstrated expertise in the field they are supervising.

(b) Collegiate supervisors of student teachers shall be assigned supervisory loads that permit observation of each student once every other week.

(c) District faculty assigned to supervise teacher candidates shall:

1. Be approved by the principal and district office with input from the teacher candidate's preparing institution of higher education;

2. Have a minimum of three years of teaching experience, including one within the district;

3. Possess a standard instructional certificate;

4. Have appropriate certification that coincides with the area of instruction for which the candidate is being prepared; and

5. Be a full-time district faculty member with demonstrated expertise in the field of mentoring/supervision.

(d) District cooperating teachers shall provide continuous supervision and weekly conferences to assist teacher candidates in professional development. For purposes of this subsection, "cooperating teacher" means a practicing certified experienced teacher who is assigned responsibility for the instruction, supervision and assessment of teacher candidates during clinical field experiences.

- (e) Institutions of higher education preparing teachers shall make available to the cooperating teachers professional development opportunities and experiences that increase cooperating teachers' expertise in the field.

6A:9-10.4 Post-baccalaureate and graduate-level teacher preparation programs

(a) A teacher preparation program at a post-baccalaureate or graduate-level that leads to a recommendation for a CEAS in instructional fields pursuant to N.J.A.C 6A:9-8.1 and 11 shall require its students to meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university;
2. For students graduating before September 1, 2004, achieve a 2.50 cumulative GPA where a 4.00 equals an A grade; for students graduating on or after September 1, 2004 achieve a 2.75 cumulative GPA where a 4.00 equals an A grade;
3. Present an undergraduate major or 30 semester hour credits in a coherent sequence of courses in the subject teaching field from a regionally accredited college or university. Candidates completing preschool and elementary school teacher preparation programs must present a major in liberal arts, science, dual content or interdisciplinary academic majors or 60 semester hour credits in liberal arts or science;
4. Demonstrate continued competence, aptitude, motivation and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file; and
5. Complete a student teaching experience in an early childhood, elementary or secondary setting.

SUBCHAPTER 11. EXCEPTIONS TO REQUIREMENTS FOR THE INSTRUCTIONAL CERTIFICATE

6A:9-11.1 Preschool through grade 3 certification requirements

(a) To be eligible for the preschool through grade three CE, the candidate shall:

1. Hold a bachelor's or higher degree from a regionally accredited college or university;
2. For students graduating before September 1, 2004, achieve a cumulative GPA of at least 2.50 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits; for students graduating on or after September 1, 2004, achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits;

3. Complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hour credits in liberal arts and/or science;

4. Pass an appropriate State test; and

5. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9.

(b) To be eligible for the preschool through grade 3 CEAS, a candidate must meet the requirements in (a) above and complete one of the following teacher preparation programs:

1. A New Jersey college program, graduate or undergraduate, approved by the Department for the preparation of early childhood education teachers;

2. A college early childhood education program included in the NASDTEC interstate contract;

3. An out-of-State early childhood education program approved by NCATE;

4. An early childhood education program approved for certification by the state department of education in one of the states party to the NASDTEC Interstate Contract, provided the program was completed on or after January 1, 1964 and the state in which the program is located would issue the candidate a comparable endorsement; or

5. An out-of-State early childhood education program not approved by NASDTEC or NCATE but approved by the state department of education in which the program is located.

(c) For issuance of a provisional certificate, a candidate must:

1. Hold a preschool through grade 3 CE or CEAS; and

2. Obtain and accept an offer of employment in a position that requires preschool through grade 3 certification.

(d) While teaching under a provisional preschool through grade 3 endorsement, the candidate shall participate in a State-approved district training program. The State-approved district training program shall comply with the requirements in N.J.A.C. 6A:9-8.3 except for N.J.A.C. 6A:9-8.3(b)4 and (c).

(e) All candidates seeking a preschool through grade 3 endorsement shall earn a minimum of 200 hours or 13 semester-hour credits of formal instruction in the following topics:

1. Child development and learning, including studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. Required topics are cognitive and linguistic factors that affect learning and development; the creation of a climate that fosters and nurtures diversity and equity for all children, including

those who are limited English proficient and those with special needs and which addresses multiple intelligences and diverse learning styles; the integration of play; and language and literacy across the curriculum;

2. Understanding family and community, including studies designed to foster an understanding of the significant roles of families and communities. Required topics are the recognition of children at risk; the establishment of linkages with community resources to support families; the recognition and acceptance of diverse family units, including family participation on the educational team; the impact of children's homes, communities, health and cultural experiences on development and learning; and comprehension of social, historical, political, legal and philosophical constructs that impact upon children, families and communities; and

3. Curriculum and assessment, including studies designed to foster an understanding of the importance of implementing developmentally appropriate principles and practices. Required topics include the CCCS and early childhood expectations; responsiveness to cultural and linguistic differences with an equitable and individualized focus; activities designed to foster intellectual stimulation through play; implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom environment; and assessment that is multidimensional, ongoing and performance based.

(f) The following are requirements for the standard certificate:

1. Candidates shall possess a provisional certificate pursuant to (c) above and complete a State-approved training program pursuant to (d) above; or

2. Candidates shall complete a State-approved college early childhood teacher preparation program in another state, fulfill the test requirement, and present evidence of a minimum of one year of successful preschool teaching experience under a valid out-of-State preschool certificate/license.

(g) A teacher holding an elementary school endorsement with two academic years of experience teaching three and four-year-olds may teach children in preschool in a public school or Department of Human Services facility. It shall be the responsibility of the public school district and Department of Human Services facility to maintain a copy of documentation that supports the preschool teaching experience for each teacher affected by this subsection.

(h) Except as indicated in N.J.A.C. 6A:9-11.2 and 11.7, holders of other standard instructional teaching certificates may obtain a teacher of preschool through grade 3 endorsement upon completion of the academic and test requirements listed in (a) above and a minimum of 13 semester-hour credits in areas listed in (e) above.

(i) Holders of a standard instructional certificate with a preschool through grade 3 endorsement shall be issued additional instructional endorsements where they meet the requirements for provisional certification and complete requirements in N.J.A.C. 6A:9-8.2 and 8.3 except for N.J.A.C. 6A:9- 8.3(b)1.

(j) A candidate who graduates on or after September 1, 2004 with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score in the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more will meet the requirements of (a)2 and 4 above. This alternative requirement to (a)2 and 4 above should not be construed as a waiver to N.J.A.C. 6A:9-17.16.

(k) A candidate who graduates on or after September 1, 2004 with a GPA that is 3.50 or higher, when a GPA of 4.00 equals an A grade, but whose score in the appropriate State test of subject matter knowledge falls below the passing score by no more than five percent will meet the requirements of (a)2 and 4 above. This alternative requirement to (a)2 and 4 above should not be construed as a waiver to N.J.A.C. 6A:9-17.16.

6A:9-11.2 Vocational-technical education certification requirements

(a) Vocational-technical education may be offered in program areas represented by the career clusters recognized nationally and by the Department that currently are:

1. Agriculture, food and natural resources;
2. Architecture and construction;
3. Arts, audio/video technology and communications;
4. Business, management and administrative services;
5. Education and training;
6. Finance;
7. Government and public administration;
8. Health science;
9. Hospitality and tourism;
10. Human services;
11. Information technology;
12. Law, public safety and security;
13. Manufacturing;
14. Marketing, sales and service;
15. Science, technology, engineering and mathematics; and

16. Transportation.

(b) As new technologies and occupations develop, school districts may submit requests for an endorsement under the appropriate career cluster.

(c) Candidates for vocational-technical instructional endorsements must complete the requirements in this subsection.

1. To be eligible for the CE, the candidate shall:

i. For experienced-based endorsements, possess a professional license or a recognized industry certificate in the field, or a college degree in the field, or a journey person certificate in the field; or a Military Discharge certificate (DD-214) indicating military qualifications and occupational training received in order to determine the extent of credit to be applied toward certification in the occupational area or a minimum of four years of industry experience directly related to the instructional program. The work experience must be acquired within 10 years of the certification application. The employing district shall approve the work experience pursuant to criteria and procedures established by the Department. Candidates who have not yet been offered employment can have occupational experience evaluated through one of the Department-approved work evaluation centers in accord with (f) below. Each approval shall be filed with the Office and the county office of education. Candidates shall pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9. Candidates who do not hold a bachelor's degree shall pass a State-adopted test of basic reading, writing and mathematics skills; or

ii. For degree-based endorsements, possess a bachelor's or higher degree from a regionally accredited college or university with a coherent sequence of courses in the occupational field, meet the required GPA pursuant to N.J.A.C. 6A:9-8.1, pass the required State test, and pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9. The Office staff will determine whether the applicant satisfies the eligibility criteria.

2. To be eligible for the CEAS, the candidate shall:

i. Meet the requirements in (c)1i or ii above; and

ii. Complete a State-approved college teacher preparation program that culminates in student teaching.

3. To be eligible for the provisional certificate, the candidate shall:

i. Hold a CE or CEAS in the endorsement area required for the teaching assignment; and

ii. Obtain and accept an offer of employment in a position that requires the relevant vocational endorsement.

4. While teaching under the provisional certificate, the candidate shall participate in a State-approved district training program. The State-approved district training program shall comply with the requirements of N.J.A.C. 6A:9-8.3.

5. To be eligible for the standard certificate, the candidate shall:

i. Possess a provisional certificate pursuant to N.J.A.C. 6A:9-8.2 and complete a State-approved training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4; or

ii. Complete a State-approved college teacher preparation program in another state, satisfy the relevant New Jersey test requirement and have a minimum of one year of successful teaching experience under a valid out-of-State certificate/license.

(d) Holders of standard instructional certificates with other endorsements, except as indicated in N.J.A.C. 6A:9-11.1 and 11.7, may obtain a vocational-technical endorsement upon completion of the experience requirement or the academic major and test requirement.

(e) Holders of vocational-technical instructional endorsements issued prior to January 20, 2004 remain valid. These teachers are authorized to teach in the occupations for which they hold endorsements. A crosswalk of these former certificates that identifies under which of the new career clusters the teacher's certificate falls is available from the Office.

(f) The Department shall approve regional centers to evaluate occupational experience for candidates who have not been offered employment by a district.

(g) A candidate who graduates on or after September 1, 2004 with a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score in the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more will meet the requirements of (c)1ii above. This alternative requirement to (c)1ii above should not be construed as a waiver to N.J.A.C. 6A:9-17.16.

(h) A candidate who graduates on or after September 1, 2004 with a GPA that is 3.50 or higher, when a GPA of 4.00 equals an A grade, but whose score in the appropriate State test of subject matter knowledge falls below the passing score by no more than five percent will meet the requirements of (c)1ii above. This alternative requirement to (c)1ii above should not be construed as a waiver to N.J.A.C. 6A:9-17.16.

6A:9-11.3 Special education

(a) The following are special education endorsements and authorizations:

1. Teacher of students with disabilities: This endorsement authorizes teaching students with disabilities.

2. Teacher of the blind or visually impaired: This endorsement authorizes teaching blind or visually impaired students.

3. Teacher of the deaf or hard of hearing for oral/aural communication: This endorsement authorizes teaching deaf or hard of hearing students using oral/aural communication strategies.

4. Teacher of the deaf or hard of hearing for sign language communication: This endorsement authorizes teaching deaf or hard of hearing students using sign language communication strategies.

5. Holders of special education endorsements as set forth in (a)1 through 4 above also may provide consultative services and supportive resource programs, including supplemental instruction, modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.

(b) To be eligible for a CE in special education, the candidate shall:

1. Possess or be eligible for a standard or provisional New Jersey instructional certificate with an endorsement appropriate to the subject or grade level to be taught as defined in the student's IEP;

2. Complete six semester-hour credits in special education chosen from the topics listed in (e)2, (f)2, (g)2 or (h)2 below as appropriate to the endorsement sought. The candidate shall complete the required study at a regionally accredited four year college or university approved for teacher education pursuant to N.J.A.C. 6A:9-5.12 or through a Department-approved provider; and

3. For the deaf or hard of hearing for sign language communication endorsement, achieve an intermediate or higher score on the Sign Communication Proficiency Interview (SCPI).

(c) To be eligible for the CEAS in special education, the candidate who has met the requirements in (b)1 above shall complete one of the programs of teacher preparation set forth in (c)1 through 5 below. In addition to the CEAS in special education, candidates for the deaf or hard of hearing with sign language communication endorsement must achieve an intermediate or higher score on the SCPI.

1. A New Jersey program, graduate or undergraduate, approved by the Department for the preparation of special education teachers as identified in N.J.A.C. 6A:9-10;

2. A special education college preparation program included in the interstate certification reciprocity system of NASDTEC;

3. An out-of-State special education teacher education program approved by NCATE;

4. A special education teacher education program approved for certification by the state department of education in one of the states party to the NASDTEC Interstate Contract, provided the program was completed on or after January 1, 1964 and the state in which the program is located would issue the candidate a comparable certificate; or

5. An out-of-State special education teacher preparation program approved by the state department of education in which the program is located.

(d) For issuance of a provisional certificate a candidate must:

1. Hold a CE or CEAS in the special education endorsement area and the instructional endorsement required for the teaching assignment; and
2. Obtain and accept an offer of employment in a position that requires special education certification.

(e) Except as provided in (f), (g) and (h) below, while teaching under a provisional certificate with a Students with Disabilities endorsement, the candidate shall complete:

1. An approved district training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4; and
2. A Department-approved program at a college or university that includes a range of 21 to 27 credit hours of formal instruction in the following topics:
 - i. Philosophical, historical and legal foundations of special education;
 - ii. Characteristics of students with disabilities;
 - iii. Standardized and functional assessment;
 - iv. Strategies for the development of literacy;
 - v. Curriculum planning, learning environments, modifications and materials for students with disabilities;
 - vi. Inclusive education practices, positive behavioral supports, communication and collaborative partnerships;
 - vii. Assistive technology; and
 - viii. Transition planning, program development and agencies available for students with disabilities.

(f) While teaching under a provisional certificate with a Blind or Visually Impaired endorsement, the candidate shall complete:

1. An approved district training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4; and
2. A Department-approved program at a college or university that includes a range of 21 to 27 credit hours of formal instruction in the following topics:

i. Philosophical, historical and legal issues in the education of students who are blind/visually impaired;

ii. Anatomy, physiology and characteristics of students who are blind/visually impaired;

iii. Standardized and functional assessment of students who are blind/visually impaired;

iv. Strategies and materials for developing literacy and numeracy skills in students who are blind or visually impaired including Braille and Nemeth codes;

v. Curriculum planning, learning environments, modifications and materials for students who are blind/visually impaired;

vi. Inclusive education practices, positive behavioral supports, communication and collaborative partnerships;

vii. Assistive technology and augmentative communication systems for students who are blind or visually impaired;

viii. Orientation and mobility concepts and techniques; and

ix. Transition planning, program services and agencies available for students who are blind/visually impaired.

(g) While teaching under a provisional certificate with a Deaf or Hard of Hearing with oral/aural communication endorsement, the candidate shall complete:

1. An approved district training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4; and

2. A Department-approved program at a college or university that includes a range of 21 to 27 credit hours of formal instruction in the following topics:

i. Philosophical, historical and legal issues in the education of students who are deaf/hard of hearing;

ii. Characteristics of students who are deaf/hard of hearing;

iii. Standardized and functional assessment of students who are deaf/hard of hearing;

iv. Strategies for the development of language and literacy of students who are deaf/hard of hearing;

v. Curriculum planning, learning environments, modifications and materials for students who are deaf/hard of hearing;

vi. Inclusive education practices, positive behavioral supports, communication and

collaborative partnerships;

vii. Applied audiology, assistive listening devices and assistive technology;

viii. American Sign Language, deaf culture and communication philosophies; and

ix. Transition planning, program services and agencies available for students who are deaf/hard of hearing.

(h) While teaching under a provisional certificate with a Deaf or Hard of Hearing with sign language communication endorsement, the candidate shall complete:

1. An approved district training program pursuant to 6A:9-8.3 and 8.4; and

2. A Department-approved program at a college or university that includes a range of 21 to 27 credit hours of formal instruction in the following topics:

i. Philosophical, historical and legal issues in the education of students who are deaf/hard of hearing;

ii. Characteristics of students who are deaf/hard of hearing;

iii. Standardized and functional assessment of students who are deaf/hard of hearing;

iv. Strategies for the development of language and literacy of students who are deaf/hard of hearing;

v. Curriculum planning, learning environments, modifications, and materials for students who are deaf/hard of hearing;

vi. Inclusive education practices, positive behavioral supports, communication and collaborative partnerships;

vii. Applied audiology, assistive listening devices, and assistive technology;

viii. American Sign Language, deaf culture and communication philosophies; and

ix. Transition planning, program services and agencies available for students who are deaf/hard of hearing.

(i) Holders of a CEAS in special education pursuant to (c) above are not required to complete (e)2, (f)2, (g)2 or (h)2 above.

(j) Holders of a CEAS in Students with Disabilities are not required to complete (e)2 above. Holders of a CEAS in Blind or Partially Sighted are not required to complete (f)2 or above. Holders of a CEAS in Deaf or Hard of Hearing with oral/aural communication are not required

to complete (g)2 above. Holders of a CEAS in Deaf or Hard of Hearing with sign language communication are not required to complete (h)2 above.

(k) No person shall be employed under provisional certification for more than five years in a position requiring certification as a special education teacher.

(l) The special education pedagogy shall be completed at a regionally accredited four-year college or university.

(m) To be eligible for the standard certificate with an endorsement in special education, the candidate shall:

1. Possess a provisional certificate pursuant to (d) above, complete a State-approved training program pursuant to (e), (f), (g) or (h) above while employed provisionally in a position requiring the relevant special education endorsement and hold a standard New Jersey instructional certificate; or

2. Complete a State-approved college special education preparation program in another state, complete the New Jersey test requirement, have a minimum of one year of successful teaching experience under a valid out-of-State certificate/license, and hold a New Jersey instructional endorsement.

(n) With the exception of military science, preschool through grade three, and experience-based vocational endorsements, candidates who hold a standard New Jersey instructional certificate shall be issued the appropriate standard special education endorsement upon completion of the test requirement and a Department-approved college special education program. Holders of the military science, preschool through grade three and experience-based vocational endorsements shall complete all the requirements in (b) above and a Department-approved special education program to be eligible for a standard special education endorsement.

(o) Holders of standard certificates with special education endorsements shall be issued additional instructional certificates when they meet the requirements for a CE pursuant to N.J.A.C. 6A:9-8.1(a).

(p) Those individuals currently teaching in the field of special education under emergency certification may continue to do so until January 20, 2006.

(q) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2006 to complete the requirements set forth in the written evaluation.

6A:9-11.4 Bilingual/bicultural education

(a) To be eligible for the bilingual/bicultural CE, the candidate shall:

1. Possess or be eligible for a standard or provisional New Jersey instructional certificate with

an appropriate endorsement to the subject or grade level to be taught; and

2. Pass an oral and written proficiency test in both English and the target language.

(b) To be eligible for the bilingual/bicultural CEAS, the candidate shall complete the requirements in (a) above and a Department-approved college program for the preparation of teachers of bilingual/bicultural education.

(c) To be eligible for a provisional certificate, a candidate shall:

1. Possess a CE or a CEAS in bilingual/bicultural education and an instructional certificate with an endorsement appropriate to the subject or grade level to be taught; and

2. Obtain an offer of employment in a position that requires certification as teacher of bilingual/bicultural education.

(d) No person shall be employed under provisional certification for more than five years in a position requiring certification as a teacher of bilingual/bicultural education.

(e) While teaching under provisional certification, a candidate with a bilingual/bicultural education CE shall complete:

1. A State-approved district training program pursuant to N.J.A.C. 6A:9- 8.3 and 8.4; and

2. A Department-approved college program that includes 12 credit hours of formal instruction in the following topics:

i. Linguistics;

ii. Language acquisition;

iii. Developing literacy skills for the second language learner;

iv. Methods of teaching content in bilingual education; and

v. Theory and practice of teaching bilingual education.

(f) While teaching under provisional certification, a candidate with a bilingual/bicultural education CEAS shall complete a State-approved district training program.

(g) While teaching under provisional certification, a candidate with a CEAS in the subject or grade level to be taught bilingually shall complete (e)1 and 2 above.

(h) To be eligible for a standard certificate, a candidate shall:

1. Hold a standard New Jersey instructional certificate with an endorsement appropriate to the

subject or grade level to be taught, hold a provisional certificate pursuant to (c) above and complete the requirements in (e) above while employed provisionally in a position requiring the bilingual endorsement; or

2. Complete a State-approved college bilingual/bicultural education preparation program in another state, hold a standard New Jersey instructional certificate with an endorsement appropriate to the subject or grade level to be taught bilingually, complete the oral and written language proficiency test in both English and the target language, and have a minimum of one year of successful teaching experience under a valid out-of-State certificate/license.

(i) With the exception of the military science, preschool through grade three and experience-based vocational endorsements, candidates who hold a standard New Jersey instructional certificate with an endorsement appropriate to subject or grade level to be taught bilingually shall be issued the standard bilingual/bicultural education endorsement upon completion of the oral and written language proficiency test in English and the target language and a State approved bilingual education program. Holders of the military science, preschool through grade 3 and experience-based vocational endorsements must complete all requirements in (b) above and a Department-approved college bilingual/ bicultural program to be eligible for standard bilingual/bicultural education certification.

6A:9-11.5 English as a second language

(a) To be eligible for the English as a second language (ESL) CE, the candidate shall:

1. Hold a bachelor's or higher degree from a regionally accredited college or university;

2. For those applicants graduating before September 1, 2004, hold a cumulative GPA of at least 2.50 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester hour credits; for those applicants who graduate on or after September 1, 2004, achieve a cumulative GPA of at least 2.75 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits;

3. Pass an oral and written English language proficiency test; and

4. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9.

(b) To be eligible for the ESL CEAS, the candidate shall complete the requirements in (a) above and a Department-approved college program for the preparation of ESL teachers.

(c) To be eligible for a provisional certificate, the candidate shall:

1. Possess an ESL CE or CEAS; and

2. Obtain an offer of employment in a position that requires ESL certification.

(d) No person shall be employed under a provisional certificate for more than five years in a position requiring ESL certification.

(e) While teaching under provisional certification, the candidate shall complete:

1. A State-approved training program pursuant to N.J.A.C. 6A:9-8.3 and 8.4; and

2. A Department-approved college program that includes a range of 15 to 21 credit hours of formal instruction in the following topics:

i. The historical and cultural backgrounds of limited English proficient students;

ii. Linguistics;

iii. Language acquisition;

iv. The structure of American English;

v. Developing literacy skills for the second language learner;

vi. Methods of teaching ESL including teaching English through content; and

vii. Theory and practice of teaching ESL.

(f) To be eligible for a standard certificate with an ESL endorsement, the candidate shall:

1. Hold a provisional certificate pursuant to (c) above and complete requirements in (e) above while employed provisionally in a position requiring the ESL endorsement; or

2. Complete a State-approved college ESL preparation program in another state, complete the oral and written language proficiency test in English, and have a minimum of one year of successful teaching experience under a valid out-of-State certificate/license.

(g) With the exception of the military science, preschool through grade 3 and experience-based vocational endorsements, candidates who hold a standard New Jersey instructional certificate with an appropriate endorsement shall be issued the standard ESL endorsement upon completion of the oral and written language proficiency test in English and a Department-approved college ESL program.

6A:9-11.6 Driver education

(a) To be eligible for the standard certificate with a driver education endorsement, the candidate shall:

1. Hold a standard New Jersey instructional certificate;
2. Hold a valid New Jersey or out-of-State driver's license. Candidates shall submit an official driving record/abstract from the state in which they are currently licensed to demonstrate the possession of a valid driver's license;
3. Document three consecutive years of automobile driving experience immediately prior to application by submitting a notarized statement; and
4. Complete a course in driver education at a regionally accredited four-year college or university.

(b) Pursuant to N.J.S.A. 18A:26-2, holders of a driving instructor license issued by the New Jersey Division of Motor Vehicles who do not hold the driver education endorsement issued by the Department may provide only behind-the-wheel driver education in public schools, and shall not provide classroom instruction in driver education.

6A:9-11.7 Military science

(a) To be eligible for the standard certificate with a military science endorsement, the candidate shall:

1. Document 20 years of military service; and
2. Hold valid certification authorizing employment as a military science instructor from the branch of service in which the candidate served.

(b) To retain this endorsement, the holder must maintain the military employment authorization as set forth in (a)2 above. It is the district's responsibility to ensure that the military science teacher maintains valid military certification pursuant to N.J.A.C. 6A:9-5.1(b).

(c) Holders of this endorsement shall not use it as the basis for obtaining additional endorsements. Holders may obtain additional endorsements by meeting applicable requirements outlined in this chapter.

6A:9-11.8 Health and physical education

(a) In addition to the requirements in N.J.A.C. 6A:9-8.1, to be eligible for the CE, CEAS or standard certificate with a health and physical education endorsement, the candidate shall complete one of the following:

1. A 30-credit coherent sequence of courses in health and a minimum of 15 credits in physical education; or
2. A 30-credit coherent sequence of courses in physical education and a minimum of 15 credits in health.

6A:9-11.9 Physical science

(a) In addition to the requirements in N.J.A.C. 6A:9-8.1, to be eligible for the CE, CEAS or standard certificate with a physical science endorsement, the candidate shall complete one of the following:

1. A 30-credit coherent sequence of courses in physics and a minimum of 15 credits in chemistry; or
2. A 30-credit coherent sequence of courses in chemistry and a minimum of 15 credits in physics.

6A:9-11.10 World languages

(a) In addition to the requirements in N.J.A.C. 6A:9-8.1, to be eligible for the CE, CEAS or standard certificate with a world language endorsement, the candidate shall:

1. Possess linguistic competency in the designated world language as demonstrated on a Department-approved, nationally recognized test of oral language proficiency for spoken language, reading/writing proficiency for classical languages or receptive/expressive proficiency for American Sign Language; and
2. Complete a minimum of three semester-hour credits in second language acquisition theory and related methodologies offered by a regionally accredited four-year college or university.

(b) Elementary school teachers assigned to teach world languages shall comply with the requirements in (a)1 and 2 above.

6A:9-11.11 Elementary school with subject matter specialization

(a) To be eligible for the elementary school with subject matter specialization endorsement, the candidate shall:

1. Hold a CE or CEAS with an elementary school endorsement in accord with the requirements of N.J.A.C. 6A:9-8.1 or hold a standard certificate with an elementary school endorsement in accord with the requirements of N.J.A.C. 6A:9-8.8;
2. Complete study in the characteristics of young adolescents as aligned with Standard Two of the Professional Standards for Teachers, N.J.A.C. 6A:9- 3.3(a)2. Holders of the CE must complete this study before issuance of the standard certificate;
3. Complete 15 semester-hours in any one of the following CCCS subject fields:
 - i. Language arts literacy;

- ii. Mathematics;
- iii. Science;
- iv. Social studies; or
- v. A single world language; and

4. Pass the appropriate State test in the content area.

(b) Holders of this endorsement may be eligible for additional elementary school with subject matter specialization endorsements in the CCCS subject fields identified in (a)3i through v above upon completion of the requirements of (a)3 and 4 above for each area of specialization requested.

6A:9-11.12 Swimming and water safety instructor

(a) To be eligible for the swimming and water safety instructor endorsement, candidates shall hold:

- 1. A New Jersey instructional certificate;
- 2. A valid Cardiopulmonary Resuscitation for Professional Rescuer Certificate issued by the American Red Cross or the YMCA;
- 3. A valid Lifeguard Certificate issued by the American Red Cross or YMCA; and
- 4. A valid Water Safety Instructor Certificate issued by the American Red Cross or the YMCA.

(b) The chief school administrator of the employing district board of education shall:

- 1. Annually notify the county superintendent of all teachers assigned to teach swimming and/or diving; and
- 2. Forward to the county superintendent copies of each valid American Red Cross or YMCA certificate identified in (a)2 through 4 above for every person assigned to teach swimming and/or diving.

6A:9-11.13 Technology education

(a) The technology education endorsement established in N.J.A.C. 6A:9- 9.2(a)8 is required to teach technology education in all public schools. Technology education includes design fundamentals, energy systems, manufacturing and construction technology, technical graphics, and communications technology. The requirements are established in N.J.A.C. 6A:9-8.1.

(b) Holders of New Jersey industrial arts endorsements issued after 1985 that completed

technology education programs as verified by the college/university where the program was completed shall be deemed eligible to be issued the technology education endorsement.

(c) Holders of New Jersey industrial arts endorsements, with the exception of (d) below, that have not completed technology education programs shall be eligible to be issued the technology education endorsement upon completing the test requirement and one of the following:

1. A Department-approved program in technology education;
2. Six graduate level credits in technology education; or
3. Fifty hours of professional development in technology education from State-approved providers.

(d) Holders of New Jersey industrial arts endorsements who have three years of experience teaching technology education, as defined in the technological literacy standard, shall be eligible to be issued the technology education endorsement upon application. The teaching experience must be within three years of application for the endorsement and certified by the employing district chief school administrator.

SUBCHAPTER 12. REQUIREMENTS FOR ADMINISTRATIVE CERTIFICATION

6A:9-12.1 Use of requirements

(a) These requirements will be used by the Department in the following ways:

1. As a basis for approving college preparation programs for administrative and supervisory personnel;
2. As the basis for evaluating the eligibility of candidates for administrative or supervisory certification; and
3. As the basis for defining the nature and extent of experience used in development of residencies required of administrative candidates for certification.

(b) Colleges and universities shall provide the office with a list of those students that have matriculated in New Jersey administrative preparation programs approved by the Department prior to January 20, 2004. This includes those students that matriculated in the approved programs in fall 2004 and spring 2005. The list of students shall be submitted to the office no later than March 31, 2005. Those candidates must complete all requirements specified under former N.J.A.C. 6:11-9 by September 1, 2007. Candidates that do not complete all of the requirements specified under former N.J.A.C. 6:11-9 by September 1, 2007 shall fulfill the requirements in this subchapter.

6A:9-12.2 College degrees

All candidates for administrative and supervisory certification, except as indicated in N.J.A.C. 6A:9-12.7, must hold a master's or higher degree from a regionally accredited college or university.

6A:9-12.3 Authorization

(a) The school administrator endorsement is required for any position that involves services as a district-level administrative officer. Such positions shall include superintendent, assistant superintendent, and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of district-wide goals, plans, policies and budgets, by recommending their approval by the district board of education and by directing their district-wide implementation. Holders of this endorsement are authorized to recommend all staff appointments and other personnel actions, such as terminations, suspensions and compensation, including the appointment of school business administrators, for approval by the district board of education. Holders of this endorsement are authorized to direct district operations and programs, and to supervise and evaluate building administrators and central office staff, including school business administrators. They are also authorized to oversee the administration and supervision of school-level operations, staff and programs.

(b) The principal endorsement is required for any position that involves service as an administrative officer of a school or other comparable unit within a school or district. Such positions shall include assistant superintendent for curriculum and instruction, principal, assistant principal, vice-principal and director. Holders of this endorsement are authorized to provide educational leadership by directing the formulation of goals, plans, policies, budgets and personnel actions of the school or other comparable unit, and recommending them to the chief district administrator, and by directing their implementation in the school or other comparable unit. Holders of this endorsement also are authorized to direct and supervise all school operations and programs, to evaluate school staff, including teaching staff members and to direct the activities of school-level supervisors.

(c) The supervisor endorsement is required for both supervisors of instruction and athletic directors who do not hold a standard principal's endorsement. The supervisor shall be defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel. This endorsement also authorizes appointment as an assistant superintendent in charge of curriculum and/or instruction.

(d) The school business administrator endorsement is required for the chief financial officer of a district. Such positions shall include assistant superintendent for business and school business administrator. Holders of this endorsement are authorized to perform duties at the district level in the areas of financial budget planning and administration, financial accounting and reporting, insurance/risk administration and purchasing. Holders of this endorsement may also engage in facilities planning, construction and maintenance, personnel administration, administration of transportation and food services, and central data processing management.

6A:9-12.4 School administrator

(a) To be eligible for the school administrator CE, the candidate shall:

1. Complete one of the following:

i. Hold a master's or higher degree from a regionally accredited college or university in educational leadership, or in one of the recognized fields of leadership or management such as public administration or business administration, or in curriculum and instruction;

ii. Hold a master's degree from a regionally accredited college or university and complete a post-master's program resulting in a certificate of advanced study in educational administration and supervision;

iii. Hold a master's degree from a regionally accredited college or university and complete a post-master's program in a coherent sequence of 30 semester hour credits. The study must be completed at one institution in fields outlined in (a)1i above; or

iv. Hold a master's degree from a regionally accredited college or university and complete a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department pursuant to N.J.A.C. 6A:9-12.5(i)2.

2. Complete graduate study, either within the master's program or in addition to it, in each of the following topics:

i. Leadership and human resource management;

ii. Communications;

iii. Data-based research strategies for decision-making;

iv. Finance; and

v. Law; and

3. Pass a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders and that is most directly related to the functions of superintendents as defined in N.J.A.C. 6A:9-12.3(a).

(b) To be eligible for a provisional school administrator's endorsement, the candidate shall:

1. Hold a school administrator CE; and

2. Obtain and accept an offer of employment in a position requiring the school administrator certificate in a public school district that has agreed formally to sponsor the residency.

(c) To be eligible for the standard administrative certificate with a school administrator endorsement, the candidate shall:

1. Possess a provisional certificate pursuant to (a) and (b) above; and
 2. Complete a one to two-year State-approved residency program while employed under provisional certification in a public school district. The residency program shall:
 - i. Take place in a functioning public school district environment, and will require the candidate to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding by promoting excellence in teaching and learning and providing educational leadership to the district;
 - ii. Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;
 - iii. Be administered by a State-appointed mentor, an experienced administrator who has completed a State-approved orientation, and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the local board shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate's past work experience and recommended standards-based performance goals during residency, and shall be specified in the standard written agreement; and
 - iv. Provide professional experiences, training and instruction as defined in the Professional Standards for School Leaders and in the areas of district planning and policy formulation; board of education operations and relations; supervision of district wide programs of curriculum, instruction and student services; collegial management, participatory decision-making and professional governance; the roles, supervision and evaluation of central office staff and school principals; district financial, legal and business operations; management of district operations; school facilities; labor relations and collective bargaining; government and community relations; and school law.
- (d) Each candidate for the standard administrative certificate with a school administrator endorsement shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate's standard certificate. All performance evaluations shall be aligned with the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4 and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (g) below.

(e) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident's progress and soliciting advice concerning the certification of the candidate. The mentor may seek the informal input of the employing district board of education concerning the standard certification of the candidate.

(f) The mentor shall meet with the resident superintendent at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the resident superintendent. The Department may require resident superintendents to pay fees to cover the cost of the training and mentoring services that will qualify them for certification and employment.

(g) Standard certification for school administrator endorsement candidates shall be approved or disapproved pursuant to the following procedures:

1. Before the end of the residency year, the mentor shall submit to the Department a comprehensive evaluation report on the candidate's performance pursuant to (d) above.

2. This final report shall include one of the following certification recommendations:

i. Approved: Recommends issuance of a standard certificate;

ii. Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or

iii. Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.

3. Mentors act as agents of the Board of Examiners in formulating their certification recommendations. Those recommendations shall not be subject to review or approval by local boards of education.

4. Candidates who receive a recommendation of "approved" shall be issued a standard certificate.

5. The mentor shall provide the candidate with a copy of the candidate's written evaluation report and recommendation before submitting it to the Department.

6. If the candidate disagrees with the mentor's recommendation, the candidate may appeal the recommendation pursuant to N.J.A.C. 6A:9-17.18.

(h) Candidates who receive a recommendation of "disapproved" or two or more recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations. The candidate shall be responsible for

demonstrating why he or she would be likely to succeed if granted the requested opportunity. Disapproval of any candidate's request by the Board of Examiners may be appealed to the Commissioner pursuant to N.J.A.C. 6A:9-17.18(b).

(i) Each candidate who holds an out-of-State school administrator certificate but does not hold the required master's or higher degree in (a)1 above, will be eligible for the school administrator endorsement upon presenting the following:

1. A valid standard out-of-State school administrator certificate;
2. Official documentation of five years of successful full-time experience under the out-of-State certificate. This experience shall be in a public school superintendent or assistant superintendent position with responsibility for functions delineated under the New Jersey school administrator endorsement pursuant to N.J.A.C. 6A:9-12.3(a);
3. A master's degree in any area;
4. An offer of employment in a school district in a position that requires the school administrator certificate; and
5. A mentor-directed residency completed under provisional certification. The six-month modified residency shall focus on New Jersey finance and law, and will require the candidate to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and, the New Jersey Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding by promoting excellence in teaching and learning and providing educational leadership to the district.

(j) An experienced New Jersey principal who holds a master's degree or higher in a field other than those outlined in (a)1 above, may satisfy the degree requirement by meeting the requirements in (a)3 above and upon presentation of the following:

1. A valid, standard New Jersey principal endorsement; and
2. Official documentation of five years of successful full-time experience as a principal or assistant superintendent of curriculum and instruction in a New Jersey public school.

6A:9-12.5 Principal

(a) To be eligible for the principal CE, the candidate shall:

1. Complete one of the following:
 - i. Hold a master's or higher degree from a regionally accredited college or university in educational leadership, or in one of the recognized fields of leadership or management such as public administration or business administration or in curriculum and instruction;

ii. Hold a master's degree from a regionally accredited college or university and complete a post-master's program resulting in a certificate of advanced study in educational administration and supervision; or

iii. Hold a master's degree from a regionally accredited college or university and complete a post-master's program in a coherent sequence of 30 semester hour credits. The study must be completed at one institution in fields outlined in (a)1i above;

2. Complete graduate study, either within the master's program or in addition to it, in each of the following topics:

i. Leadership and human resource management;

ii. Communications;

iii. Data-based research strategies for decision-making;

iv. Finance; and

v. Law; and

3. Pass a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

(b) To be eligible for a provisional administrative certificate with a principal endorsement, the candidate shall:

1. Hold a principal CE; and

2. Obtain and accept an offer of employment in a position requiring the principal endorsement in a school or district that has agreed formally to sponsor the residency.

(c) To be eligible for the standard administrative certificate with a principal endorsement, the candidate shall:

1. Possess a provisional certificate pursuant to (a) and (b) above; and

2. Complete a one to two-year State-approved residency program while employed under provisional principal certification in a school or district. The residency program shall:

i. Require the candidate to develop a thorough understanding of New Jersey standards: the Core Curriculum Content Standards; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and, the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding by promoting excellence in teaching

and learning and providing educational leadership to the school community;

ii. Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;

iii. Be administered by a State approved mentor, an experienced principal who has completed a State-approved training program implemented by a State-approved provider, and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the district superintendent shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate's past work experience and recommended standards-based performance goals during residency, and shall be specified in the standard written agreement;

iv. Provide professional experiences, training, and instruction as defined in the Professional Standards for School Leaders and in the areas of curriculum leadership; supervision of instruction; pupil personnel services; personnel management; community relations; student relations; facilities management; school finance; school law; and technical administrative skills; and

v. Provide candidates with less than a year of teaching in their backgrounds, the opportunity to be involved in teaching and teaching-related experiences on a regular basis for no less than one year and up to the two years maximum duration of the residency. Each residency program shall assure that the candidate acquires adequate knowledge of the teaching and learning process, and can function as an educational leader.

(d) Each candidate for the standard administrative certificate with a principal endorsement shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate's standard certificate. All performance evaluations shall be aligned with the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4 and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (g) below.

(e) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident's progress and soliciting advice concerning the certification of the candidate.

(f) The mentor shall meet with the principal candidate at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the candidate. The Department may require candidates to pay fees to cover the cost of

the training and mentoring services that will qualify them for certification and employment.

(g) Standard certification of principal candidates shall be approved or disapproved pursuant to the following procedures:

1. Before the end of the residency year, the mentor shall submit to the Department a comprehensive evaluation report on the candidate's performance pursuant to (d) above.
 2. This final report shall include one of the following certification recommendations:
 - i. Approved: Recommends issuance of a standard certificate;
 - ii. Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or
 - iii. Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.
 3. Mentors act as agents of the Board of Examiners in formulating their certification recommendations. Those recommendations shall not be subject to review or approval by local boards of education.
 4. Candidates who receive a recommendation of "approved" shall be issued a standard certificate.
 5. The mentor shall provide the candidate with a copy of the candidate's written evaluation report and recommendation before submitting it to the Department.
 6. If the candidate disagrees with the mentor's recommendation, the candidate may appeal the recommendation pursuant to N.J.A.C. 6A:9-17.18.
- (h) Candidates who receive a recommendation of "disapproved" or two or more recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations. The candidate shall be responsible for demonstrating why he or she would be likely to succeed if granted the requested opportunity. Disapproval of any candidate's request by the Board of Examiners may be appealed to the Commissioner pursuant to N.J.A.C. 6A:9-17.18(b).
- (i) Each candidate who holds an out-of-State principal certificate but does not hold the required master's or higher degree in (a)1 above will be eligible for the principal certificate upon presenting:
1. A valid standard out-of-State principal certificate;

2. Official documentation of five years of successful full-time experience under the out-of-State certificate. This experience shall be in a school principal or assistant principal position with responsibility for functions delineated under the New Jersey principal endorsement pursuant to N.J.A.C. 6A:9-12.3(b);

3. A master's degree in any area;

4. An offer of employment in a position that requires the principal certificate; and

5. A mentor-directed residency completed under provisional certification. The six-month modified residency shall focus on New Jersey finance and law, and will require the candidate to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and, the New Jersey Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding by promoting excellence in teaching and learning and educational leadership to the school community.

(j) Each candidate who holds a valid New Jersey supervisor endorsement and a master's degree or higher in a field other than one required in (a)1 above will be eligible for a principal CE upon presenting the following:

1. Official documentation of five years of successful full-time experience as a supervisor of an instructional area or department related to the Core Curriculum Content Standards under a valid New Jersey supervisor certificate;

2. Official documentation evidencing completion of a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department. This program shall include, but not be limited to:

i. Preparation for educational leadership through experiences related to the performance-based Professional Standards for School Leaders and the CCCS;

ii. Two hundred twenty-five clock hours of formal instruction in leadership and human resource management; communications; data-based research strategies for decision-making; finance and law; and

iii. A district internship providing professional experiences in school administration; and

3. Official documentation evidencing passage of a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders, and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

(k) Each candidate who holds a valid New Jersey supervisor endorsement and a master's degree or higher in a field other than one required in (a)1 above, but has zero to five years supervisory experience will be eligible for a principal CE upon presenting the following:

1. Official documentation of five years of successful full-time teaching experience;

2. Official documentation evidencing completion of a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department. This program is pursuant to (j)2 above with the following exceptions: the program is a minimum of 275 clock hours plus a 90- hour internship; and

3. Official documentation evidencing passage of a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders, and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

(l) Each candidate who can provide documentation of at least five years of successful full-time teaching experience and a master's degree or higher in a field other than one required in (a)1 above will be eligible for a principal CE upon presenting the following:

1. Official documentation evidencing completion of a New Jersey State-approved certification program in educational leadership offered by providers approved by the Department. This program is pursuant to (j)2 above with the following exceptions: the program is a minimum of 350 clock hours plus a 120- hour internship;

2. Official documentation evidencing passage of a State-approved examination of knowledge that is acquired through study of the topics listed in (a)2 above, aligned with the Professional Standards for School Leaders, and that is most directly related to the functions of principals as defined in N.J.A.C. 6A:9-12.3(b).

6A:9-12.6 Supervisor

(a) To be eligible for the standard administrative certificate with a supervisor endorsement, a candidate shall be required to:

1. Hold a master's or higher degree from a regionally accredited college or university;

2. Successfully complete one of the following:

- i. A college curriculum approved by the Department of Education as the basis for issuing this endorsement; or

- ii. A program of college studies at the graduate level including six credits in curriculum development, three credits in staff supervision, and three elective credits in staff supervision or curriculum development. A candidate must complete graduate study in general principles of staff supervision and curriculum development and evaluation for grades kindergarten through 12. The elective credits must be in supervision and/or curriculum development; and

3. Hold a standard New Jersey instructional or educational services certificate or its out-of-State

equivalent, and complete three years of successful, full-time teaching experience under the appropriate certificate.

(b) Applicants in possession of a written evaluation for the supervisor certificate completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-12.7 School business administrator

(a) To be eligible for the school business administrator CE, the candidate shall:

1. Hold a Master's degree or higher degree from a regionally accredited college or university or be in possession of a certified public accountant license; and

2. Complete at least 18 credits of graduate or undergraduate study in the following areas:

i. Economics;

ii. Law;

iii. Accounting;

iv. Organizational theory;

v. Management or administration; and

vi. Finance.

(b) To be eligible for a provisional administrative certificate with a school business administrator endorsement, the candidate shall:

1. Hold a school business administrator CE; and

2. Obtain and accept an offer of employment in a position that requires the school business administrator endorsement in a public school district that has agreed formally to sponsor the residency.

(c) To be eligible for the standard administrative certificate with a school business administrator endorsement, the candidate shall:

1. Possess a provisional certificate pursuant to (a) and (b) above; and

2. Complete a one to two-year State-approved district residency program while employed under provisional certification. The residency shall:

i. Take place in a functioning public school district environment, and will require the candidate

to develop a thorough understanding of New Jersey Standards: the Core Curriculum Content Standards; the Professional Standards for Teachers as defined in N.J.A.C. 6A:9-3.3; and the Professional Standards for School Leaders as defined in N.J.A.C. 6A:9-3.4. Candidates shall demonstrate that understanding by providing support for the educational goals of the district;

ii. Be conducted in accordance with a standard agreement issued by the Department and entered into by the Department, the employing school district, the candidate and the residency mentor. No residency program may be undertaken without a valid agreement;

iii. Be administered by a State-appointed mentor, an experienced school business administrator who has completed a State-approved orientation, and who shall supervise and verify completion of all required experiences and training by the candidate. The mentor and the district superintendent shall, at the start of the residency, submit to the Department a written recommendation on State-developed forms concerning any areas of professional experience that should be waived and any additional teaching or other special experiences, if any, that the individual candidate should complete before achieving standard certification. Department review and subsequent approval shall consider the candidate's past work experience and recommended professional experiences during residency which shall be specified in the standard written agreement; and

iv. Provide professional experiences, training, and 145 clock hours of formal instruction in the areas of standards listed in (c)2i above; school plant planning, construction and maintenance; school financial and legal practices including budget planning and administration and double entry accounting (GAAP); pupil transportation; labor relations and personnel; insurance/risk administration; and food service administration.

(d) Each candidate for the standard administrative certificate with an endorsement for school business administrator shall be evaluated formally by the mentor on at least three occasions for purposes of certification. The first two evaluations shall be conducted mainly for diagnostic purposes. The final evaluation shall be the basis for issuance of the candidate's standard certificate. All evaluations shall be based on the candidate's performance in areas of authorization defined in N.J.A.C. 6A:9-12.3(d) and reported on State-developed forms. The mentor shall discuss each evaluation with the candidate, and the mentor and candidate shall sign each report as evidence of such discussion. Upon completion of each evaluation, the report shall be sent to the Department; the final evaluation shall be accompanied by the recommendation for certification pursuant to (g) below.

(e) Each mentor shall form an advisory panel of practicing educators and shall convene this panel on at least three occasions for purposes of reviewing the resident's progress and soliciting advice concerning the certification of the candidate. The mentor may seek the informal input of the employing district board of education concerning the standard certification of the candidate.

(f) The mentor shall meet with the resident school business administrator at least once a month during the residency. The mentor shall be available on a regular basis to provide assistance or advice upon request of the resident school business administrator. The Department may require resident school business administrators to pay fees to cover the cost of the training and

mentoring services that will qualify them for certification and employment.

(g) Standard certification of school business administrator certificate candidates shall be approved or disapproved pursuant to the following procedures:

1. Before the end of the residency year, the mentor shall submit to the Department a comprehensive evaluation report on the candidate's performance pursuant to N.J.A.C. 6A:9-12.5(d);

2. This final report shall include one of the following certification recommendations:

i. Approved: Recommends issuance of a standard certificate;

ii. Insufficient: Recommends that a standard certificate not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency for one additional year; or

iii. Disapproved: Recommends that a standard certificate not be issued and that the candidate be prevented from continuing or re-entering a residency.

3. Mentors act as agents of the Board of Examiners in formulating their certification recommendations. Those recommendations shall not be subject to review or approval by local boards of education.

4. Candidates who receive a recommendation of "approved" shall be issued a standard certificate.

5. The mentor shall provide the candidate with a copy of the candidate's written evaluation report and recommendation before submitting it to the Department.

6. If the candidate disagrees with the mentor's recommendation, the candidate may appeal the recommendation pursuant to N.J.A.C. 6A:9-17.18.

(h) Candidates who receive a recommendation of "disapproved" or two or more recommendations of "insufficient" may petition the Board of Examiners for approval of additional opportunities to seek provisional employment in districts other than those in which they received unfavorable recommendations. The candidate shall be responsible for demonstrating why he or she would be likely to succeed if granted the requested opportunity. Disapproval of any candidate's request by the Board of Examiners may be appealed to the Commissioner pursuant to N.J.A.C. 6A:9-17.18(b).

(i) The requirements listed in (a) through (h) above shall not apply to persons who hold standard administrative certificates with the following endorsements issued before September 1, 1991: School Business Administrator, Assistant Superintendent for Business, or Assistant Executive Superintendent with Specialization in Business Administration. Holders of those endorsements shall be entitled prospectively to apply for all positions in the general category of business

administration.

(j) Board secretaries who lack certification but were assigned prior to September 1, 1991 to perform business administration functions as described in N.J.A.C. 6:11-12.3(d) shall be permitted to retain their positions in the districts in which they were employed prior to September 1, 1991 indefinitely.

(k) The requirements listed in (a)1 above shall not apply to persons who hold a standard administrative certificate or CE with a school business administrator endorsement. Persons who are in possession of a formal evaluation for school business administrator certification from the Department, shall be permitted until January 20, 2009 to attain certification as specified in the evaluation.

SUBCHAPTER 13. REQUIREMENTS FOR EDUCATIONAL SERVICES CERTIFICATION

6A:9-13.1 Qualifications/general provisions

(a) To be eligible for educational services certification, the candidate shall hold the appropriate degree and complete Department-required test(s) and one of the following:

1. A Department-approved educational services program at a New Jersey college or university;
2. An appropriate NCATE-approved educational services program at an out-of-State college or university;
3. Three years of successful experience in the appropriate field in another state under that state's standard certificate authorizing such service, hold a currently valid standard certificate from that state in the appropriate field and the appropriate academic preparation. The academic preparation shall be equivalent in total semester hours but not necessarily in specific content to the minimum requirements outlined in this subchapter; or
4. All requirements for individual educational services endorsements pursuant to N.J.A.C. 6A:9-13.3 through 13.22 as determined through a formal credentials evaluation completed by the Office.

(b) Holders of educational services certificates are authorized to serve in grades preschool through 12.

(c) Holders of educational services certificates that are no longer issued after January 20, 2004 may continue to serve in the service areas in which the teaching staff member was authorized to serve under the former rules.

(d) Colleges and universities shall align their programs with the requirements in N.J.A.C. 6A:9-13.2 through 13.22 no later than September 1, 2005.

(e) Colleges and universities shall inform the Department of those students that have matriculated in programs approved prior to January 20, 2004. This includes those students that matriculated in the approved programs in fall 2004 and spring 2005. Those candidates must complete all requirements pursuant to N.J.A.C. 6:11-11 by September 1, 2007. Candidates that do not complete all of the requirements pursuant to N.J.A.C. 6:11-11 shall fulfill the requirements at N.J.A.C. 6A:9-13.

6A:9-13.2 Substance awareness coordinator

(a) The substance awareness coordinator endorsement authorizes the holder to perform the functions of a substance awareness coordinator (SAC) in grades preschool through 12. The position of SAC shall be separate and distinct from any other employment position in the school. The functions of the SAC may include:

1. Assisting with the in-service training of school staff concerning substance abuse and related issues and with the district program to combat substance abuse;
2. Serving as an information resource for substance abuse prevention, curriculum development and instruction;
3. Assisting the district in revising and implementing substance abuse and related policies and procedures;
4. Developing and administering substance abuse and related intervention services in the district;
5. Providing counseling and referral services to students regarding substance abuse and related problems; and
6. Cooperating with community service providers or other officials in the rendering of substance abuse and related treatment services.

(b) To be eligible for the SAC CE, the candidate shall present one of the following:

1. A bachelor's or higher degree from a regionally accredited college or university, a valid New Jersey or out-of-State standard certificate as school psychologist, school social worker, school counselor, director of school counseling services or school nurse and evidence of graduate study in area (c)2i through iv below. These candidates are exempt from (c)2ix below;
2. A bachelor's or higher degree from a regionally accredited college or university and a valid Licensed Certified Alcohol and Drug Counselor credential issued by the New Jersey Alcohol and Drug Counselor Committee of the Marriage and Family Board and evidence of graduate study in areas (c)2iii and vi through viii below. These candidates are exempt from (c)2ix below; or
3. A bachelor's or higher degree from a regionally accredited college or university and a valid

Certified Prevention Specialist credential issued by the Addiction Professionals Certification Board of New Jersey and evidence of graduate study in areas (c)2iv, v, vii and viii below. These candidates are exempt from (c)2ix below.

(c) To be eligible for the SAC CEAS, the candidate shall:

1. Meet one of the requirements in (b) above, hold a standard instructional certificate or hold a master's or higher degree from a regionally accredited college or university; and

2. Complete a Department-approved graduate curriculum with a range of 21 to 27 semester-hour credits to include study in the following required areas:

- i. Fundamentals of drug and alcohol abuse and dependency and related problems;
- ii. Child and adolescent development, including research-based risk, protective and resiliency factors for students at risk for school failure;
- iii. Curriculum planning, implementation and staff development in chemical health education;
- iv. Coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention teams;
- v. Assessment and counseling of drug and alcohol affected students and their families;
- vi. Coordination of research-based prevention program services in school and community settings;
- vii. School culture and the dynamics of policy and program development;
- viii. School law as it relates to substance abuse and related problems; and
- ix. A college-supervised SAC practicum.

(d) To be eligible for a provisional educational services certificate with a SAC endorsement, the candidate shall:

- 1. Possess a SAC CE or CEAS; and
- 2. Obtain an offer of employment in a position that requires the SAC certificate.

(e) To be eligible for a standard educational services certificate with a SAC endorsement, the candidate shall:

- 1. Possess a provisional educational services certificate with a SAC endorsement pursuant to (d) above;

2. Complete a Department-approved graduate curriculum pursuant to (c) above; and

3. Complete a six-month State-approved school residency while employed full-time under a provisional educational services certificate with a SAC endorsement. If employed half-time, the residency period shall be 12 months. The residency program shall be conducted under the direction of a State-approved residency supervisor who shall hold standard New Jersey supervisor, principal or school administrator certification. The residency program shall:

i. Operate in accordance with a residency agreement issued by the Department and entered into by the Department, the employing school, the candidate and the State-approved residency supervisor; and

ii. Consist of a supervised residency that includes professional experiences in chemical health curriculum planning, implementation and staff development, development and coordination of substance abuse intervention and referral services, development and coordination of prevention program services, and the development of school drug and alcohol policies and procedures.

(f) The State-approved residency supervisor shall have primary responsibility to assure that the candidate receives appropriate training, support, practicum experiences and professional opportunities in the critical job responsibilities specified in the agreement and consistent with (a) above. The residency supervisor shall also evaluate and verify the completion of all required experiences according to the terms and conditions of the residency agreement.

(g) Upon completion of the residency period, the supervisor shall complete a comprehensive evaluation report on the candidate's performance based on the candidate's ability to complete the job duties pursuant to N.J.S.A. 18A:40A-18(c) and to implement the theoretical concepts pursuant to (c)2 above. The supervisor shall discuss the evaluation report with the candidate, and the supervisor and candidate shall sign the report as evidence of such discussion. Upon completion of the evaluation, the evaluation shall be submitted to the Office. The evaluation on each candidate shall include one of the following recommendations:

1. Approved: Recommends issuance of a standard educational services certificate with a SAC endorsement;

2. Insufficient: Recommends that a standard educational services certificate with a SAC endorsement not be issued but that the candidate be allowed to continue the residency or seek admission to an additional residency. Except for those candidates who receive approval pursuant to N.J.A.C. 6A:9-17.17(d), a candidate who receives a second insufficient is precluded from continuing or re-entering a residency; or

3. Disapproved: Recommends that a standard educational services certificate with a SAC endorsement not be issued and that the candidate is precluded from continuing or re-entering a residency.

(h) If the candidate disagrees with the residency supervisor's recommendation, the candidate may appeal the recommendation pursuant to N.J.A.C. 6A:9-17.17.

- (i) An emergency certificate is not available for SAC.

6A:9-13.3 School nurse

(a) The school nurse endorsement authorizes the holder to perform nursing services and to teach in areas related to health in public schools in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school nurse endorsement, a candidate shall hold a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing, hold a bachelor's degree from a regionally accredited college or university, hold current cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) certificates and complete either a Department-approved college curriculum for the preparation of school nurses or a program of studies that includes:

1. A minimum of 30 semester-hour credits chosen from the areas listed below. The candidate shall complete the requirements in (b)1i through vii below and may take elective credits in any area in (b)1i through x below.

i. A minimum of six semester-hour credits in school nursing, including school health services, physical assessments, organization and administration of the school health program and clinical experience in a school nurse office;

ii. Human growth and development;

iii. Health assessment

iv. Fundamentals of substance abuse and dependency;

v. Special education and/or learning disabilities;

vi. Methods of teaching health in grades preschool through grade 12 including curriculum development;

vii. Public health including such areas as public health nursing, community health problems and communicable disease control;

viii. Human and intercultural relations. Studies designed to develop understanding of social interaction and culture change, including courses such as the following: urban sociology, history of minority groups, inter-group relations, and urban, suburban and rural problems;

ix. Guidance and counseling; and

x. School law including legal aspects of school nursing; and

2. Student teaching including experience in both the school nurse office and in the classroom.

(c) An emergency certificate is not available for this endorsement.

(d) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.4 School nurse/non-instructional

(a) The school nurse/non-instructional endorsement authorizes the holder to perform nursing services in public schools in grades preschool through 12. This endorsement does not authorize the holder to teach in areas related to health.

(b) To be eligible for the standard educational services certificate with a school nurse/non-instructional endorsement, a candidate shall hold a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing, hold a bachelor's degree from a regionally accredited college or university, hold current cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) certificates and complete either a Department-approved college curriculum for the preparation of school nurses or a program of studies that includes:

1. A minimum of six semester-hour credits in school nursing, including school health services, physical assessments, organization and administration of the school health program and clinical experience in a school nurse office;

2. Human growth and development;

3. Health assessment;

4. Public health, including such areas as public health nursing, community health problems and communicable disease control;

5. Fundamentals of substance abuse and dependency;

6. Special education and/or learning disabilities;

7. Human and intercultural relations. Studies designed to develop understanding of social interaction and culture change, including courses such as the following: urban sociology, history of minority groups, intergroup relations, and urban, suburban and rural problems;

8. Guidance and counseling; and

9. School law including legal aspects of school nursing.

(c) An emergency certificate may be issued to a candidate who holds a bachelor's degree from a regionally accredited college or university and a current New Jersey registered professional nurse

license and current CPR/AED certificates. The candidate shall present evidence of study in public health nursing and child and/or adolescent growth and development and verification of matriculation into a State-approved school nurse/non-instructional program. The study must appear on the transcript of a regionally accredited four-year college or university.

6A:9-13.5 School social worker

(a) The school social worker endorsement authorizes the holder to serve as a school social worker in any school district in the State in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school social worker endorsement, the candidate shall hold a master's degree from a regionally accredited college or university and complete a total of 30 graduate-level semester hour credits with a study in each of the areas listed below:

1. Psychology, including general psychology, educational psychology, psychology of adolescence and child growth and development;
2. Special education and/or learning disabilities;
3. Social problems, including study in dealing with delinquency, poverty, interracial and intercultural problems;
4. A minimum of six semester-hour credits in social case work, introductory and advanced, including principles and practices in social case work, interviewing, and methods and skills in diagnosis;
5. Mental hygiene and social psychiatry, including dynamics of human behavior and psychopathology;
6. Medical information, including the role of the social worker in health problems or fundamentals of substance abuse and dependency;
7. Community organizations, agencies and resources; and
8. Social policy and public welfare services, including the care and protection of at-risk children and families.

(c) Holders of a master's degree in social work from a regionally accredited college or university will be issued a standard educational services certificate with a school social worker endorsement.

(d) An emergency certificate may be issued to a candidate who meets the following requirements:

1. A bachelor's degree in social work or a related area from a regionally accredited college or

university;

2. Study in at least three of the study topics listed in (b)1 through 8 above to include a course in social casework; and

3. Matriculation in an approved social worker master's program.

(e) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.6 Speech-language specialist

(a) The speech-language specialist endorsement authorizes the holder to provide service as a speech-language specialist in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a speech-language specialist endorsement, the candidate shall:

1. Hold a master's or higher degree in speech-language pathology from a regionally accredited college or university; and

2. Pass a State-approved test of comprehensive knowledge in the field of speech-language pathology.

(c) Individuals who hold a valid New Jersey speech correctionist endorsement and a master's degree in speech-language pathology shall be issued the speech-language specialist endorsement upon submission of a completed application and required fee.

(d) Individuals holding a valid New Jersey speech correctionist endorsement who have completed seven years of work as a speech correctionist in a New Jersey school setting and a Department-approved retraining program may serve in a position requiring speech-language specialist certification.

(e) An emergency certificate may be issued to a candidate who holds a bachelor's degree in speech pathology from a regionally accredited college or university.

(f) Applicants in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.7 Director of school counseling services

(a) The director of school counseling services endorsement authorizes the holder to serve as a director, administrator or supervisor of school counseling services, including the supervision of educational activities in areas related to and within the counseling program in grades preschool

through 12.

(b) To be eligible for the standard educational services certificate with a director of school counseling services endorsement, a candidate shall hold a master's or higher degree from a regionally accredited college or university, hold a standard New Jersey school counselor certificate or an equivalent out-of-State certificate and complete three years of successful experience as a school counselor in grades preschool through 12. In addition, the candidate shall complete a graduate level course in each of the following required areas:

1. Administration: This group includes such courses as school law, organization and administration of elementary and secondary schools;
2. Staff supervision: This group includes such courses as supervision and evaluation of instructional staff and supervision of school counseling services; and
3. Curriculum development: This group includes such courses as principles of general curriculum development, elementary and secondary curriculum development, and extracurricular activities.

(c) An emergency certificate may be issued to a candidate who meets the following requirements:

1. A master's degree from a regionally accredited college or university, a standard New Jersey school counselor certificate, and two years of experience as a school counselor in grades preschool through 12; and
2. A graduate course in staff supervision.

(d) Applicants in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.8 School counselor

(a) The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school counselor endorsement, a candidate must hold a master's or higher degree from a regionally accredited college or university, and complete one of the following:

1. A Department-approved graduate curriculum in school counseling; or

2. A minimum of 48 graduate semester hour credits in the following areas:

i. Counseling: minimum of 18 semester hours that must include study in theory and procedures of individual and group counseling, counseling and interviewing techniques and career counseling;

ii. Testing and evaluation: minimum of three semester hours;

iii. Psychology: minimum of six semester hours in study related to child and adolescent psychology, psychology of exceptional children and psychology of learning;

iv. Sociological foundations: minimum of six semester hours that must include study in community agencies, organizations and resources and multicultural counseling;

v. Statistics and research methods: minimum of three semester-hour credits;

vii. Supervised counseling practicum in a school setting: minimum of six credits; and

viii. The remaining six semester hours of study may be chosen from among the topics listed in (b)2i through vii above or education.

(c) A candidate who has completed a master's or higher degree from a regionally accredited college or university whose school counseling program meets the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will be issued a standard school counselor certificate.

(d) The Office may issue an emergency certificate upon the request of the county superintendent to a candidate who meets the following requirements:

1. A bachelor's degree from a regionally accredited college or university; and

2. Fifteen graduate semester hour credits in guidance/counseling.

(e) Applicants in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.9 School psychologist

(a) The school psychologist endorsement authorizes the holder to serve as a psychologist in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school psychologist endorsement, a candidate must hold a master's or higher degree from a regionally accredited

college or university and complete the following:

1. A Department-approved graduate curriculum or a minimum of 60 semester-hour graduate credits, in the following areas:

i. Educational foundations/school psychology practice and development: minimum of 12 semester-hour credits in areas such as the role and function of the school psychologist, multicultural education, educational organization and leadership, curriculum development and learning theories;

ii. Education of students with disabilities: minimum of six semester-hour credits in areas such as education and/or psychology of students with disabilities and educational assessment of disabled students;

iii. Assessment, intervention and research: minimum of 18 semester-hour credits including study in the required areas of cognitive assessment, personality assessment and school consultation. Additional study may be completed in areas such as applied behavior analysis, school interventions, curriculum-based measurement, multicultural counseling or individual counseling procedures, tests and measurements, statistics and research design and analysis;

iv. Human behavioral development: minimum of 12 semester-hour credits in areas such as human development, social psychology, personality psychology, neurological and/or physiological basis of behavior and psychopathology; and

v. Electives: additional study in areas (b)1i through iv above. Externships and practicum experiences may be accepted for elective study.

2. A practicum of 300 clock hours that consists of a sequence of closely supervised on-campus and field-based activities designed to develop and evaluate a candidate's mastery of distinct professional skills consistent with program and/or course goals;

3. An externship of 1,200 clock hours. A minimum of 600 clock hours must be completed in a school setting with school age children. The remaining 600 clock hours may be completed in a school or clinical setting or may be completed under an emergency certificate while concurrently participating in an approved college or university school psychology program. Externship experiences completed in a school setting must be supervised by a person holding a standard New Jersey or out-of-State school psychologist certificate; and

4. Persons who completed a master's or higher degree in clinical psychology from a regionally accredited college or university and can present official documentation of 600 clock hours of experience as a psychologist working with children in a clinical setting may meet the school psychology externship and practicum requirements by completing a 900 clock hour school psychology externship in a New Jersey school, with school age children, under a New Jersey emergency certificate.

(c) The externship for school psychologists shall comply with the following:

1. The externship must be taken under the direction of a regionally accredited college or university as part of a program for the preparation of school psychologists. In cases where the Office is issuing an emergency certificate, it may approve an equivalent externship that is not under the jurisdiction of a college or university program.

2. The college or university shall arrange externships as a program of supervised experiences. The extern shall not earn externship credit for clinical or laboratory work done as part of the requirements in such courses as "cognitive or personality assessment" or "school consultation."

3. At least 50 percent of the externship must be in the psychological services division of a public school system or in a college or university demonstration center that serves a cross section of school age children. A person holding a standard New Jersey school psychologist certificate shall provide local supervision for the period of externship training.

4. The extern shall have available various group and individual achievement tests, personality and cognitive assessment tools. The extern also shall receive the results of audiometric and visual screening.

5. The extern shall have adequate office space for conferences, counseling and diagnostic studies.

6. For purposes of study and guidance, the extern shall have access to comprehensive records on pupil growth and development.

7. The college, university or school district, as appropriate, shall provide the extern with supervised experience in the following areas: in-service programs for faculty members; conferences with special personnel; utilization of available community resources; conducting a diagnostic study; report writing; relationships with the community; and counseling pupils, parents and faculty.

8. The extern may complete no more than 50 percent of the externship in an approved hospital, institution, clinic, or agency established for the study and/or treatment of special problems of children and adults. A licensed psychologist or school psychologist shall supervise the extern during the training experience. The director of the institution or agency shall certify that this experience includes the following: conducting a diagnostic study; reporting writing and communication of diagnostic findings; and participation in staff planning and evaluating conferences.

(d) School districts desiring authorization for the employment of an extern under emergency certification should submit a request to the county superintendent for preliminary approval. If the county superintendent grants preliminary approval, the emergency certificate will be forwarded to the applicant. The request must contain the following information:

1. The name of the fully certified school psychologist in the school system under whose supervision the externship will be carried out. This person must hold a standard New Jersey

school psychologist certificate and have three years of experience as a certified school psychologist;

2. The nature and extent of the training experiences that will be provided under supervision during the externship;

3. The dates of the period of the externship;

4. The total number of clock hours to be worked during the externship; and

5. Official college transcripts showing successful completion of a minimum of 40 semester-hour graduate credits applicable towards standard school psychologist certification in areas listed in (b)2 above including study in the required areas of cognitive assessment, personality assessment and school consultation.

(e) Candidates who have satisfied the requirements of (b)1 above, but whose university program did not offer the required supervised externship training, may seek to arrange an externship in a New Jersey school district under emergency certification. The school district must request approval pursuant to (d) above.

(f) Candidates who completed a master's or higher degree in clinical psychology from a regionally accredited college or university with a minimum of 60 semester hours that include study in areas listed (b)1 above and can present official documentation of 600 clock hours of experience as a psychologist working with children in a clinical setting may meet the school psychology externship and practicum requirements by completing a 900 clock hour school psychology externship in a New Jersey school, with school age children, under a school psychologist emergency certificate.

(g) The Office will issue a standard New Jersey school psychologist certificate to holders of a currently valid Nationally Certified School Psychologist (NCSP) license.

(h) The Office may issue an emergency certificate upon the request of the county superintendent to a candidate who meets the following requirements:

1. A bachelor's degree from a regionally accredited college or university; and

2. Official college transcripts showing successful completion of a minimum of 40 semester-hour graduate credits applicable towards standard school psychologist certification in areas listed in (b)1i through v above. This must include study and practicum experience in the required areas of cognitive assessment, personality assessment and school consultation.

(i) Applicants in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.10 Learning disabilities teacher-consultant

(a) The learning disabilities teacher-consultant endorsement authorizes the holder to serve as a learning disabilities teacher-consultant in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a learning disabilities teacher-consultant endorsement, a candidate shall:

1. Hold a master's or higher degree from a regionally accredited college or university;
2. Hold a standard New Jersey or out-of-State instructional certificate; and
3. Have three years of successful teaching experience.

(c) A candidate who satisfies (b) above also shall complete one of the following:

1. A graduate program for the preparation of learning disabilities teacher-consultants approved by the Department;

2. A consultant-level master's degree in educational disabilities from an NCATE accredited program; or

3. A minimum of 24 semester-hour graduate credits chosen from the areas listed below. The candidate shall complete the requirements in (c)3i through ix below and may take elective credits in any area in (c)3i through x below.

i. Education of students with disabilities including study in history of the development of educational services for children in each area of exceptionality; study of present services, research and professional ethics dealing with the characteristics of children who differ from the norm intellectually, physically, socially and emotionally; evaluation of present practices in the education of students with disabilities; study of the relationship of educational practices and their environmental settings; and cultural and linguistic diversity;

ii. Learning theory including study in motivation and its effect on learning; study of leading theories of learning; study of rewards and incentives; and study in interests and climate for learning;

iii. Remediation of basic skills including study in research-based corrective methods and materials as related to specific diagnostic findings, the requirements of the CCCS, and the school and classroom environment;

iv. Physiological bases for learning including study of the neurological development and physical readiness of the normal child for learning; study of abnormal conditions of health that contribute to educational disability and study of metabolic and infectious disorders which affect learning;

v. Orientation in psychological testing including study of a overview of tests applicable to

educational psychology; interpretation of psychological reports as applied to tests administered; the appropriate use of tests and the potential misuse of test results; and test construction theory;

vi. Diagnosis of learning problems including study of the nature and cause of learning problems; formulating an evaluation plan for educational assessments; administering and interpreting technically sound and culturally responsive standardized instruments and functional assessment procedures to determine educational levels, underlying deficits, and learning style; methods of arriving at a diagnosis based on evidence available from each child study team (CST) member; and ways of reporting diagnostic findings;

vii. Accommodations and modifications as a method of providing service to children with learning problems including utilization of validated methods for adapting instruction for diverse learning needs; technology for students with disabilities; understanding of accommodations and modifications in curriculum, materials, methods, classroom structures, assessment; utilization of the individualized education plan (IEP) and the CCCS accommodation and modification; methods to enhance social relationships and positive behavior methods; focus on the inclusive classroom environment; legal issues related to the responsibilities of the CST including the requirements of a free appropriate public education, least restrictive environment, the determination of eligibility, and the development of the IEP;

viii. Collaboration theory and practice including theory and process of conducting collaborations; establishing collaborative partnerships between general and special educators, with parents and families, and with paraprofessionals; methods of co-teaching including in-class support, classroom consultation, and co-teaching; preparation for participating in a multidisciplinary child study team setting with opportunities for modeling and participation in team staffings and parent conferences; opportunities to observe, rehearse, and present results from evaluations in practice sessions;

ix. A college supervised, consultant-level practicum in diagnosis and remediation of educational disabilities in school and clinical situations. The definition and nature of this practicum, and the courses in which it will be provided, should be clear in the program description. The practicum should provide for a minimum of 90 clock hours of college supervised experience. This may not be a student teaching experience; and

x. Elective study chosen from areas such as group dynamics; methods and materials for teaching students with disabilities; curriculum development in the teaching of students with disabilities; teaching of reading; assistive/adaptive technology; interviewing and counseling; educational psychology; and community resources.

(d) An emergency certificate may be issued to a candidate who meets the following requirements:

1. A master's or higher degree from a regionally accredited college or university;
2. A standard instructional certificate;

3. Three years of teaching experience;
 4. A minimum of 12 graduate credits in educational disabilities including psychological testing, diagnosis of educational disabilities and accommodations for educational disabilities; and
 5. Enrollment in a graduate program for learning consultants with three years to complete all requirements for LDTC certification.
- (e) Applicants in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.11 School occupational therapist

- (a) The school occupational therapist endorsement is required for service as an occupational therapist in grades preschool through 12.
- (b) The requirements for the school occupational therapist endorsement are as follows:
1. A bachelor's degree from a regionally accredited college or university;
 2. Completion of a program in occupational therapy from an approved school; and
 3. A currently valid license issued by the New Jersey Occupational Therapy Advisory Council.
- (c) An emergency certificate is not available for this endorsement.

6A:9-13.12 School physical therapist

- (a) The school physical therapist endorsement is required for service as a physical therapist in grades preschool through 12.
- (b) The requirements for the school physical therapist endorsement are as follows:
1. A bachelor's degree from a regionally accredited college or university;
 2. Completion of a program in physical therapy from an approved school; and
 3. A currently valid license issued by the New Jersey Board of Physical Therapy.
- (c) An emergency certificate is not available for this endorsement.

6A:9-13.13 Reading specialist

- (a) The reading specialist endorsement is required for service as a reading specialist in grades preschool through 12. A reading specialist conducts in-service training of teachers and

administrators, coordinates instruction for students or groups of students having difficulty learning to read, diagnoses the nature and cause of a student's difficulty in learning to read, plans developmental programs in reading for all students, recommends methods and material to be used in the district reading program, and contributes to the evaluation of the reading achievement of students.

(b) A candidate for this endorsement shall have completed a master's degree from a regionally accredited college or university, two years of successful teaching experience and one of the following:

1. A graduate degree program in reading approved by the Department; or
2. A program of graduate studies of 30 semester-hours consisting of the following:
 - i. Reading foundations;
 - ii. Diagnosis of reading problems;
 - iii. Correction of reading problems;
 - iv. Supervised practicum in reading; and
 - v. Study in at least three of the following areas: children's or adolescent literature; measurement; organization of reading programs; psychology; staff supervision; linguistics; special education; research; and foundations of education.

(c) An emergency certificate may be issued to a candidate who meets the following requirements:

1. A master's degree from a regionally accredited college or university;
2. Two years of successful teaching experience; and
3. Completion of 12 graduate credits in the areas listed in (b)2 above.

(d) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

6A:9-13.14 School library media specialist

(a) The school library media specialist endorsement is required for any person who serves as a school library media specialist in grades preschool through 12. The functions include delivery of instruction in information literacy skills and the development and coordination of school library media programs and resources. The functions also include the delivery of instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media.

Media are defined as all print, non-print and electronic resources including the technologies needed for their use.

(b) To be eligible for the endorsement, a candidate must hold a master's degree from a regionally accredited college or university and complete one of the following:

1. A graduate curriculum approved by the Department as the basis for issuing this certificate; or
2. A program of graduate studies consisting of at least 36 semester-hour credits in a coherent sequence of studies including the following:
 - i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students;
 - ii. Application of learning theory to reading, listening and viewing library media resources;
 - iii. Access, evaluation, selection and utilization of library media resources;
 - iv. Design and development of multi-media materials;
 - v. Design, development and integration of information literacy skills and the library media program throughout the school curriculum;
 - vi. Integration of educational resources and technology throughout the school curriculum;
 - vii. Children's literature and young adult literature;
 - viii. Development and implementation of policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access;
 - ix. Development, implementation and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities;
 - x. Utilization of current and emergent technologies in all phases of school library media programs; and
 - xi. Field experience that includes instruction and management. This experience must be completed in a school library media center.

(c) To be eligible for the standard educational services certificate with a school library media specialist endorsement, a candidate shall:

1. Meet the requirements in (b) above; and
2. Hold a standard New Jersey instructional certificate or complete a year-long school-based

residency program in a school library media center under a provisional certificate and college-level study in educational theory, curriculum design and integration, teaching methodology, student/learning development, and behavior management. A certified school administrator, principal or supervisor shall provide supervision during the candidate's provisional year.

(d) An emergency certificate may be issued to a candidate who meets the following requirements:

1. Matriculation in an approved school library media program; and
2. Completion of a minimum of 12 graduate-level semester-hour credits in school library media.

(e) Candidates in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

(f) The following individuals are eligible to receive the standard school media specialist endorsement:

1. Those holding a permanent New Jersey school librarian or standard educational media specialist endorsement; and
2. Those holding a standard New Jersey instructional certificate or a valid out-of-State instructional license who have completed a graduate degree program in a regionally accredited institution with specialization in library science, school library media, or equivalent media areas.

(g) Individuals holding the school librarian or educational media specialist endorsement may serve in any position requiring the school library media specialist endorsement.

(h) Individuals in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the approved program or the requirements set forth in the written evaluation.

6A:9-13.15 Associate school library media specialist

(a) The associate school library media specialist endorsement is required for anyone who serves as a school library media specialist in grades preschool through 12 under the supervision of a certified school administrator, principal or supervisor. The functions include delivery of instruction in information literacy skills, and the development and coordination of school library media programs and resources. The holder also provides instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media. These media are defined as all print, non-print and electronic resources including the technologies needed for their use.

(b) A candidate for this endorsement shall have completed a bachelor's degree from a regionally

accredited college or university and successful completion of one of the following:

1. A graduate curriculum approved by the Department as the basis for issuing this certificate; or
2. A program of graduate studies consisting of at least 18 semester-hour credits in a coherent sequence of studies including the following:
 - i. Access, evaluation, selection and utilization of library media resources;
 - ii. Organization and coordination of school library media programs, resources and instruction to provide K-12 student with a sequential course of studies;
 - iii. Children's literature and young adult;
 - iv. Design, development and integration of information literacy skills throughout the school curriculum;
 - v. Design and development of multi-media materials;
 - vi. Utilization of current and emergent technologies in all phases of school library media programs; and
 - vii. A field experience that includes instruction and management. This experience must be completed in a school library media center.

(c) A candidate who meets the requirements at (b) above shall be required to hold a standard New Jersey instructional certificate or complete a year-long school-based residency program in a school library media center under a provisional certificate and college-level study in educational theory, curriculum design and integration, teaching methodology, student/learning development, and behavior management before a standard certificate can be issued. A certified school administrator, principal or supervisor shall provide supervision during the candidate's provisional year.

(d) An emergency certificate may be issued to a candidate who meets the following requirements:

1. Matriculation in an approved school library media program; and
2. Completion of a minimum of 6 graduate semester hour credits in school library media.

(e) Applicants in possession of a written evaluation completed by the office prior to January 20, 2004 will have until January 20, 2009 to complete the requirements set forth in the written evaluation.

(f) Policies governing the associate school media specialist endorsement are as follows:

1. Persons holding a standard or permanent New Jersey teacher-librarian or the associate educational media specialist endorsement shall be deemed eligible to receive the associate school library media specialist endorsement.

2. The holder of the teacher-librarian or associate educational media specialist endorsement is eligible to receive an extension of the authorization to include the functions of the associate school media specialist authorization.

6A:9-13.16 Professional librarian

(a) Pursuant to N.J.S.A. 45:8A-3, the professional librarian endorsement is required for employment as a professional librarian in libraries supported in whole or in part by public funds, serving communities with populations of 10,000 or more.

(b) To be eligible for the professional librarian endorsement, the candidate shall hold a master's degree in library or information science from a regionally accredited college or university.

6A:9-13.17 School athletic trainer

(a) The athletic trainer endorsement is required for service as a school athletic trainer in grades preschool through 12 pursuant to N.J.S.A. 18A:28- 4(b).

(b) To be eligible for the school athletic trainer endorsement, a candidate shall:

1. Hold a bachelor's degree from a regionally accredited college or university; and
2. Satisfactorily complete the requirements established by the State Board of Medical Examiners for registration as an athletic trainer pursuant to N.J.A.C. 13:35-10.

(c) An emergency certificate is not available for this endorsement.

6A:9-13.18 Educational interpreter

(a) The educational interpreter endorsement is required for individuals who provide educational interpreting services, sign language interpreting, oral interpreting or cued speech transliteration to students who are deaf, hard of hearing or deaf-blind in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a sign language interpreting endorsement, a candidate shall:

1. Hold an associate or higher degree from a regionally accredited college or university and complete the following:
 - i. The Educational Interpreter Performance Assessment (EIPA) with a minimum score of three; and

ii. Fifteen semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, methods of instruction, interpreting for visually impaired or blind students and legal and ethical issues for educational interpreters. Such study may be part of the degree program or in addition to the degree program and may be completed at an accredited two year college; or

2. Have a high school diploma or a General Education Diploma (GED), demonstrated interpreting skills as evidenced through the possession of a sign language certificate from the Registry of Interpreters for the Deaf, the National Association of the Deaf or other Department-approved national accrediting agencies for sign language interpreting and complete the following:

i. The EIPA with a minimum score of three; and

ii. Fifteen semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for visually-impaired or blind students, legal and ethical issues for educational interpreters and methods of instruction. The study may be completed at an accredited two-year college.

(c) To be eligible for the standard educational services certificate with an oral interpreting endorsement, a candidate shall:

1. Have a high school diploma, a GED or an associate or higher degree;

2. Demonstrate interpreting skills as evidenced through the possession of an oral interpreting certificate from a Department-approved accrediting agency; and

3. Complete 15 semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for visually-impaired or blind students, legal and ethical issues for educational interpreters and methods of instruction. The study may be completed at an accredited two-year college.

(d) To be eligible for the standard educational services certificate with a cued speech transliteration endorsement, a candidate shall:

1. Have a high school diploma, a GED or an associate or higher degree;

2. Demonstrate interpreting skills as evidenced through the possession of a cued speech transliteration certificate from a Department-approved accrediting agency; and

3. Complete 15 semester hour credits of professional education coursework that includes study in child development, language development, curriculum development, interpreting for visually-impaired or blind students, legal and ethical issues for educational interpreters and methods of instruction. The study may be completed at an accredited two-year college.

(e) An emergency educational interpreter certificate in sign language interpreting may be issued

to a candidate who meets the academic degree or diploma requirements at (b)1 or 2 above and has completed the EIPA with a minimum score of three.

(f) An emergency educational interpreter certificate in oral interpreting may be issued to a candidate who meets the academic degree or diploma requirements at (c)1 above and holds an oral interpreting certificate from a Department-approved accrediting agency.

(g) An emergency educational interpreter certificate in cued speech transliteration may be issued to a candidate who meets the academic degree or diploma requirements at (d)1 above and holds a cued speech transliteration certificate from a Department-approved accrediting agency.

6A:9-13.19 Cooperative education coordinator--hazardous occupations

(a) The cooperative education coordinator (CEC)--hazardous occupations endorsement is required for an individual to serve as a coordinator supervising vocational students who are participating in cooperative education experiences in hazardous occupations in accordance with New Jersey Child Labor Laws, N.J.S.A. 34:2-21, and New Jersey Department of Education rules at N.J.A.C. 6A:8 and 6A:19. This endorsement authorizes the holder to place and supervise vocational students in school-sponsored cooperative education experiences as part of a vocational-technical education program. This endorsement also permits the individual to supervise students participating in any other structured learning experience (SLE) in any career cluster.

(b) To be eligible for the CEC--hazardous occupations endorsement, the candidate shall present:

1. A standard instructional certificate with a vocational-technical endorsement in any field;
2. Two years of successful teaching under a certificate in vocational-technical education, and completion of the following:
 - i. A minimum of 30 hours of training in Child Labor, Wage and Hour, and Wage Payment laws and regulations, in accord with N.J.S.A. 34:2-21 and 57, N.J.S.A 34:11-4 and 56 and N.J.A.C. 12:56 and 12:58;
 - ii. A minimum of 30 hours of training in safety and health and required Department procedures and planning for SLEs pursuant to N.J.A.C. 6A:19;
 - iii. Two graduate-level college courses or a Department-approved equivalent program in instructional strategies for work-based education and career information/occupational guidance; and
 - iv. One-thousand hours of employment experience in a hazardous occupation, as approved by the chief school administrator, in accordance with New Jersey Child Labor Laws, N.J.S.A. 34:2-21.

(c) Individuals holding a Vocational-Technical Coordinator: Cooperative Industrial Education

endorsement as of January 20, 2004 may serve in a position requiring the CEC--hazardous occupations endorsement in any career cluster.

(d) An emergency certificate in CEC--hazardous occupations may be issued to a candidate who meets the requirements in (d)1 through 3 below. The candidate shall complete the requirements for the standard certificate in no more than 12 months from the issuance date of the emergency certificate.

1. A standard vocational instructional certificate;
2. Two years of successful vocational-technical education teaching experience; and
3. One-thousand hours of employment experience in a hazardous occupation, as approved by the chief school administrator, in accordance with New Jersey Child Labor Laws, N.J.S.A. 34:2-21.

6A:9-13.20 Cooperative education coordinator

(a) The cooperative education coordinator endorsement is required for an individual to serve in the capacity as a coordinator supervising vocational students who are participating in cooperative education experiences in non-hazardous occupations in accordance with the New Jersey Child Labor Laws, N.J.S.A. 34:2-21, and New Jersey Department of Education rules at N.J.A.C. 6A:8 and 6A:19. This endorsement also permits the individual to supervise students participating in any other non-hazardous SLE in any career cluster.

(b) To be eligible for the endorsement, the candidate shall present:

1. A standard instructional certificate with a vocational-technical endorsement in any field; and
2. Successful completion of two years of teaching under a certificate in vocational-technical education, and completion of the following:
 - i. A minimum of 30 hours of training in Child Labor, Wage and Hour, and Wage Payment laws and regulations, in accord with N.J.S.A. 34:2-21 and 57, N.J.S.A. 34:11-4 and 56 and N.J.A.C. 12:56 and 12:58;
 - ii. A minimum of 30 hours of training in safety and health and required Department procedures and planning for SLEs pursuant to N.J.A.C. 6A:19; and
 - iii. Two graduate-level college courses or a Department-approved equivalent program in instructional strategies for work-based education and career information/occupational guidance.

(c) Individuals holding a vocational-technical coordinator: cooperative industrial education endorsement or the teacher-coordinator of cooperative vocational-technical education in the occupational areas of agriculture education, distributive education, health occupations, home economics education or business education endorsements may serve in a position requiring the

CEC endorsement in any career cluster.

(d) An emergency CEC certificate may be issued to a candidate who meets the requirements in (d)1 and 2 below. The candidate shall complete the requirements for the standard certificate in no more than 12 months from the issuance date of the emergency certificate.

1. A standard vocational instructional certificate; and
2. Two years of successful vocational-technical education teaching experience.

6A:9-13.21 Structured learning experience/career orientation coordinator

(a) The structured learning experience/career orientation coordinator endorsement is required for teachers to serve in the capacity as a coordinator of career awareness, career exploration and/or career orientation SLEs in non-hazardous occupations in any career cluster, excluding vocational-technical training, cooperative education experiences and apprenticeship training.

(b) To be eligible for this endorsement, the candidate shall present:

1. A standard instructional certificate;
2. Two years of successful teaching experience;
3. A minimum of 30 hours of training in Child Labor, Wage and Hour, and Wage Payment laws and regulations, in accord with N.J.S.A. 34:2-21 and 57, N.J.S.A. 34:11-4 and 56 and N.J.A.C. 12:56 and 12:58; and
4. A minimum of 30 hours of training in safety and health and required Department procedures and planning for SLEs pursuant to N.J.A.C. 6A:19.

(c) Holders of a vocational-technical coordinator: cooperative industrial education endorsement or the teacher-coordinator of cooperative vocational-technical education endorsement in all occupational areas including work experience career exploration program (WECEP), and the CEC and the CEC/hazardous endorsements may serve in a position requiring the SLE/career orientation endorsement.

(d) An emergency SLE/career orientation coordinator certificate may be issued to a candidate who meets the requirements in (d)1 and 2 below. The candidate shall complete the requirements for the standard certificate in no more than 12 months from the issuance date of the emergency certificate.

1. A standard instructional certificate; and
2. Two years of successful teaching experience.

6A:9-13.22 County apprenticeship coordinator

(a) The county apprenticeship coordinator endorsement is required for the position of county apprentice coordinator in any county vocational school district conducting an apprenticeship program. The endorsement authorizes the holder to approve and coordinate apprenticeship training programs in accordance with N.J.A.C. 6A:8 and 6A:19.

(b) To be eligible for the county apprenticeship coordinator endorsement, the candidate shall present:

1. A standard instructional certificate with a vocational-technical education endorsement;
2. Two years of successful teaching in a vocational-technical education program or one year of successful teaching experience in a vocational-technical education program and completion of a formal apprenticeship;
3. Completion of the following:
 - i. A minimum of 30 hours of training in Child Labor, Wage and Hour, and Wage Payment laws and regulations, in accord with N.J.S.A. 34:2-21 and 57, N.J.S.A. 34:11-4 and 56 and N.J.A.C. 12:56 and 12:58; and
 - ii. A minimum of 30 hours of training in safety and health and required Department procedures and planning for SLEs pursuant to N.J.A.C. 6A:19; and
4. Two graduate level courses or a Department-approved program in the following required areas: one in the administration and supervision of vocational-technical education programs and one in industrial and labor relations.

(c) An emergency county apprenticeship coordinator certificate may be issued to a candidate who meets the requirements in (c)1 and 2 below. The candidate will have 12 months to complete the requirements for the standard certificate.

1. A standard instructional certificate with a vocational-technical education endorsement; and
2. Two years of teaching experience in a vocational-technical education program, or one year of successful teaching experience and completion of a formal apprenticeship.

SUBCHAPTER 14. ACTING ADMINISTRATORS

6A:9-14.1 General provisions

(a) If, because of illness or death or some other good and sufficient reason, the district board of education must fill the position of superintendent of schools, assistant superintendent of schools, school business administrator, high school principal, or elementary school principal with a person who is designated as the acting administrator in a respective situation and who does not hold the standard New Jersey certificate required for the position, it shall be the duty of the board

of education to make written application to the Commissioner, through the county superintendent, for permission to employ such person in an acting capacity, stating the reasons why such action is necessary. If the stated reasons justify the need to appoint someone as an administrator in an acting capacity who is not properly certified to hold the position, the Commissioner may approve the request on a case-by-case basis.

(b) If such approval is given by the Commissioner, it shall be of three months' duration, and may be renewed by him or her upon application for a period of three months at a time. Consideration of said request shall be made on a case-by-case basis. If the acting status of said individual is to extend beyond a year, no such permission can be given except upon recommendation of the Commissioner to the State Board that the application of the district board of education be granted.

(c) If the Commissioner or State Board grants approval, the Board of Examiners shall be notified and shall issue a letter of temporary certification.

SUBCHAPTER 15. REQUIRED PROFESSIONAL DEVELOPMENT FOR TEACHERS

6A:9-15.1 General provisions

(a) The purpose of this subchapter is to govern required professional development for active teachers. The rules define the categories of school personnel affected; the amount of required professional development; the period provided for fulfilling the requirement; the schedule by which the requirement is to be implemented; the procedures for review and registration of professional development providers; and the manner in which the requirement shall be monitored.

(b) These rules affect all active teaching staff members employed as of September 2000 and thereafter whose positions require possession of the instructional or education services certificates in accordance with N.J.A.C. 6A:9-8, 10 and 12.

(c) These rules apply to all district boards of education, charter schools, and nonpublic schools that choose to participate in the professional development for teachers required in this subchapter and whose staff members hold positions which require the possession of the instructional or educational services certificates. Hereinafter in this subchapter when the term district board of education is used, it includes district boards of education, charter school boards of trustees and applicable nonpublic school governing bodies choosing to participate. In addition, the term district administrator includes district board of education administrator, charter school administrator and applicable nonpublic school administrator choosing to participate.

6A:9-15.2 Amount, duration and content of required continuing professional development

(a) Each active teacher shall be required to complete 100 clock hours of State-approved professional development every five years. The initial five-year period shall extend from September 2000 to September 2005. All new teachers with standard certificates must fulfill this requirement and must therefore have a Professional Improvement Plan (PIP) within 60 days of a

local board of education's approval of the employment contract. The initial five-year professional development requirement shall commence on the effective date of the PIP and be completed exactly five years from that date.

(b) The content of each teacher's professional development shall be specified in a PIP or in the evaluation process of applicable nonpublic schools and be developed in accordance with N.J.A.C. 6:3-4.1 and 4.3 to meet the needs of the individual teacher in the context of his or her job.

(c) The content of each teacher's professional development shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A:9-3.3.

(d) The activities in each teacher's professional development plan shall align with the following Professional Development Standards:

1. Professional development enhances knowledge of subject content. Professional development shall:

i. Assist educators in acquiring content knowledge within their own discipline(s) and in application(s) to other disciplines;

ii. Enable classroom professionals to help students achieve the New Jersey CCCS; and

iii. Align professional development content with the CCCS and with the frameworks in all disciplines.

2. Professional development improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential. Professional development shall:

i. Enable educators to adjust instructional strategies based on knowledge of how students learn and develop;

ii. Enable educators to plan and design approaches and strategies to support the intellectual, social, and personal development of each learner;

iii. Assist educators in recognizing students' strengths and potential;

iv. Enable educators to respect students' talents, abilities and perspectives;

v. Enable educators to plan and design instructional strategies for inclusive classrooms;

vi. Encourage the establishment of a learning environment that enhances student learning and critical thinking; and

vii. Support a philosophy of school and classroom-based management which maximizes

student learning.

3. Professional development reflects the best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership. Professional development shall:

i. Enable educators to:

- (1) Keep abreast of current educational research;
- (2) Integrate new understandings into content and instruction; and
- (3) Enhance student learning through scholarship and experience;

ii. Enable educators to provide challenging and developmentally-appropriate curricula that engage students in learning and thinking;

iii. Acknowledge and respect the intellectual and leadership capacity of educators; and

iv. Enable educators to enhance their leadership skills and utilize them in the education community.

4. Professional development encourages educators to develop a variety of classroom-based assessment skills. Professional development shall:

i. Assist educators in adapting instruction based on observation and analysis of student work;

ii. Enable educators to select, construct, and use assessment strategies for monitoring student learning; and

iii. Assist educators to develop assessment strategies linked to the CCCS.

5. Professional development provides for integrating new learning into the curriculum and the classroom. Professional development shall:

i. Empower educators to connect their learning to what they teach and to incorporate new concepts into practice;

ii. Provide for initiation and implementation of desired change to achieve student outcomes; and

iii. Provide for ongoing support for individual educators within the school environment.

6. Professional development is based on knowledge of adult learning and development. Professional development shall:

i. Accommodate adult motivation, stages of development, personal goals and needs and levels of expertise;

ii. Encourage both the individual and the collaborative talents of educators;

iii. Apply what is known about motivation for growth and enhance positive feelings of self worth;

iv. Foster confidence in educators' abilities to achieve success; and

v. Utilize a variety of models and approaches, such as individually-guided staff development, observation/assessment, involvement in a development/improvement process, training, and inquiry.

7. Professional development is periodically assessed to show its impact on teaching practice and/or student learning. Professional development shall:

i. Utilize a careful analysis of classroom, school and other data to guide future professional development efforts; and

ii. Use educators' self-assessment to evaluate the impact of professional development.

8. Professional development results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system. Professional development shall:

i. Delineate what students are expected to know and be able to do;

ii. Support a clearly delineated vision and be aligned with the district and school goals;

iii. Focus on sound, research-based theories in school management;

iv. Focus on individual, collegial, school, and district improvement;

v. Be perceived by the professional staff and the community as a critical part of the district's quest for excellence;

vi. Foster the use of reflection and self-assessment in professional and intellectual growth;

vii. Allow educators to pursue personal educational opportunities that reflect the district's strategic plan;

viii. Encourage careful experimentation with new practice and creative use of best practice;

ix. Reflect the educational outcomes the district seeks to achieve; and

x. Assist educators in analyzing disaggregated student data (that is, gender, socioeconomics, ethnicity, and language) and in making decisions based on that data.

9. Professional development promotes a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators. Professional development shall:

- i. Value collegial support and interaction as essential to the success of every aspect of education;
- ii. Provide for ongoing and meaningful collaboration among educators;
- iii. Value individual efforts at self improvement;
- iv. Provide educators with incentives and support to pursue a plan of continuous improvement;
- v. Involve strong leadership from all areas of the school community to encourage a commitment to life-long learning;
- vi. Encourage creativity and innovation;
- vii. Support the ongoing development of new skills in a collaborative environment; and
- viii. Value the contribution of practitioners in the pursuit of enhanced student learning.

10. Professional development is supported by the intellectual and financial commitment which enables the achievement of professional development plans. Professional development shall:

- i. Be an on-going process which respects the personal strengths and needs of each educator;
- ii. Encourage governing bodies to support and participate in learning experiences that will enhance their understanding of good professional development;
- iii. Encourage school administrators to support and participate in professional development that will enhance student learning;
- iv. Be supported by a continuous and sufficient commitment of funding to achieve the professional development plans;
- v. Increase public understanding and encouragement for professional development, including the need for time and financial support; and
- vi. Include access to technologies and other modern resources that are essential to effective professional work and learning.

11. Professional development is supported by sufficient time during working hours to engage in

collegial consultation and learning and to support professional development. Professional development shall:

- i. Provide time for educators to team plan, collaborate, analyze data and student work, develop and implement instructional practices, curricula and assessments, implement Federal, State, and local mandates; and

- ii. Accommodate the professional and personal obligations of the individual educator.

12. Professional development empowers educators to work effectively with parent and community partners. Professional development shall:

- i. Assist educators in establishing relationships and partnerships with parents and families;

- ii. Enable educators to identify and use community resources to foster student learning; and

- iii. Promote an environment where educators feel comfortable and confident working collaboratively with other educators, parents, business and community leaders.

(e) The content of State-required professional development shall emphasize, but not be limited to, knowledge and skills essential to achieve the Core Curriculum Content Standards.

(f) Professional development experiences may include: formal courses and conferences sponsored by colleges, district boards of education, professional associations, training organizations or other providers registered on the Professional Development Provider Registration System. Part or all of the requirement may be satisfied through district professional development programs which have been approved by a County Professional Development Board. Completion of each actual hour of professional development shall satisfy one hour of the State requirement.

6A:9-15.3 Procedures for implementation of professional development

(a) The Professional Teaching Standards Board (PTSB) shall advise the Commissioner on the implementation of required professional development for teachers. The PTSB shall:

- 1. Review the implementation of the professional development for teachers initiative and provide ongoing recommendation to the Commissioner for implementation;

- 2. Advise the Commissioner, based on research and practitioner surveys, regarding standards to assure that required professional development experiences are challenging and meaningful to teachers and relevant to the task of enabling students to achieve high academic standards;

- 3. Advise the Commissioner on the professional development provider registration system for affiliated groups, professional teaching associations, colleges and universities, professional development schools, and other nondistrict providers. Professional development opportunities available through the registration system shall be aligned with the Professional Development

Standards as referenced in N.J.A.C. 6A:9-15.2(d);

4. Maintain a Statewide directory of registered providers offering professional development opportunities; and

5. Advise the Commissioner on the process for review and approval of district professional development plans in accordance with the Professional Development Standards referenced in N.J.A.C. 6A:9-15.2(d) and the Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3.

(b) The PTSB shall be comprised of 19 members including: 10 teachers; two college representatives, at least one of which represents a teacher education program; three district administrators; two members of local boards of education; and two members of the general public.

1. The members shall be appointed by the Commissioner with the approval of the State Board.

2. Member terms shall be two years. Members may be reappointed up to three times.

3. Members whose representation status changes (that is retirement, promotion) have a term limit of 90 days during which the Commissioner shall solicit nominations for a new representative from the appropriate constituent group.

4. When a vacancy on the PTSB occurs, the Commissioner shall solicit nominations from the major professional associations for the respective members. The Commissioner or his or her designee shall serve ex-officio on the board.

(c) There shall be established a County Professional Development Board in each county of the State. The Commissioner shall delegate to the County Professional Development Board the authority to review and approve the district professional development plans created by local Professional Development Committees in alignment with the Professional Development Standards referenced in N.J.A.C. 6A:9-15.2(d) and the Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3 Once the local professional development plan has been approved by the County Professional Development Board, final responsibility for adoption of the plan rests with the district board of education.

(d) The County Professional Development Board shall be comprised of 15 members from the respective county appointed by the Commissioner at the recommendation of the county superintendent. Such members shall include seven active teachers, two college representatives, two district administrators, two school board members, two members of the general public, one of which should be a nonpublic representative, and the county superintendent as a nonvoting member.

1. Member terms shall be two years. Members can be reappointed up to three times.

2. Members whose representation status changes (that is, retirement, promotion) have a term

limit of 90 days during which the county superintendent shall solicit nominations for a new representative from the appropriate constituent group.

3. When a vacancy on the County Professional Development Board occurs, the county superintendent shall solicit nominations from the major professional associations to be submitted for appointment by the Commissioner. Charter schools and applicable nonpublic schools shall have proportional representation.

(e) Each district board of education shall establish a local Professional Development Committee. The local Professional Development Committee shall work in conjunction with the chief school administrator, with input from parents, community members and local business leaders, to:

1. Assess professional development needs;

2. Plan and implement professional development activities in alignment with the Professional Development Standards referenced in N.J.A.C. 6A:9-15.2(d) and the Professional Standards for Teachers referenced in N.J.A.C. 6A:9- 3.3; and

3. Develop the district mentoring plan in accordance with N.J.A.C. 6A:9- 8.3.

(f) Plans developed by the local Professional Development Committee shall be presented to the County Professional Development Board and then to the district board of education for adoption based on the County Professional Development Board's recommendation.

(g) The local Professional Development Committee shall be comprised of four teachers, elected by the district board of education instructional and educational services staff through their majority representative, and two administrative staff appointed by the chief school administrator. Election of teacher representatives shall conform to the following procedures:

1. There shall be an open nomination of candidates from among the ranks of instructional and educational services staff members;

2. Voting shall be conducted in accordance with the established elections procedures of the majority representative as established in its constitution and by-laws. The election calendar developed by the majority representative shall factor in time for runoff elections should the need arise;

3. Local Professional Development Committee terms shall begin on September 1 and shall expire on August 31 of the appropriate year;

4. Should a teacher member vacancy on the Local Professional Development Committee occur, the president of the employee majority representative shall appoint a replacement to serve out the remaining term until the next scheduled election; and

5. Member terms shall be two years. Members can be reappointed up to three times. All active teachers and education services personnel are eligible to vote for and to serve on Local

Professional Development Committees.

6A:9-15.4 Compliance, enforcement and assistance

(a) The 100 hours of approved professional development shall be legally binding and it shall be each teacher's responsibility in conjunction with district board of education policies to take whatever steps are necessary in order to meet the requirement.

(b) In addition to enforcing the requirement, the State and employing district board of education shall actively assist and support teachers' efforts to meet the professional development requirement. Specifically, it is the responsibility of the local supervisor and district administrator through the PIP process or applicable nonpublic school evaluation process to monitor the teacher's efforts continuously through progressive supervision where a teacher's progress is inadequate.

(c) The chief school administrator shall certify in writing the accrued professional development hours for any teacher leaving the school district.

(d) Accrued professional development hours shall be portable between schools and districts.

6A:9-15.5 Monitoring responsibility

(a) To ensure that enforcement of the 100-hour requirement reflects a policy of continuous monitoring, constructive support and timely intervention, the requirements for professional development of active teachers shall also provide that:

1. The Department shall monitor compliance in implementing the rules for professional development for teachers through the annual evaluation process for school districts in accordance with N.J.A.C. 6A:30-1;

2. In any instance where an individual teacher fails to make annual progress toward meeting the requirement, or where a professional fails to satisfy the requirement fully within the five-year period, the district administration shall take appropriate remedial action applying sound and accepted principles of progressive supervision as well as by using existing laws and rules to the fullest extent;

3. The district administration shall provide documentation of each teacher's fulfillment of the professional development requirement. Following the first five-year cycle, the district administration shall be required to report annually to the department all instances of noncompliance and a description of actions to address them; and

4. The Department, under advisement of the PTSB, shall monitor, assess and analyze the various professional development and/or inservice activities for their effectiveness in meeting the needs of the State, local boards of education and individual teachers. The Department shall prepare an annual report, reviewed with the PTSB, for the State Board. The annual report shall provide information concerning the implementation of all the preceding sections of this

subchapter including those concerning the amount, duration and content of required professional development; review and approval of professional development; compliance, enforcement and assistance; monitoring responsibility; and the future role of the PTSB.

6A:9-15.6 Future role(s) of the Professional Teaching Standards Board to create standards of professional conduct and performance

(a) In addition to performing its regulatory role in recommending specific standards for the 100-hour professional development requirement, the PTSB shall define by January 2005 an additional independent role for itself in establishing and advocating broader standards of professional performance and conduct.

(b) Such standards shall embody those ideals which the teaching profession publicly advocates and to which it subscribes, above and beyond those minimum requirements that government establishes to protect the public.

(c) In general, the PTSB shall define its role to include, but not necessarily be limited to, the following:

1. Establishing and advocating nonmandated standards of effective and ethical practice;
2. Gathering and disseminating information on exemplary practice;
3. Recognizing individual teachers who exemplify the board's standards, as well as exemplary schools and districts;
4. Providing nonbinding notices of noncompliance to individual districts and professionals who do not meet standards; and
5. Where necessary, referring to the State any such instances of noncompliance where there may be cause for State action.

SUBCHAPTER 16. REQUIRED PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS

6A:9-16.1 General provisions

(a) The purpose of this subchapter is to govern the implementation of required, standards-based professional development for school leaders.

(b) These rules affect all active school leaders whose positions require possession of the chief school administrator, principal, or supervisor endorsement in accordance with N.J.A.C. 6A:9-11.2. The requirement for professional development for school administrators shall take effect on the date of commencement of each district's 2004-2005 school year.

(c) These rules apply to all district boards of education, charter schools, and nonpublic schools

whose staff hold positions which require the possession of chief school administrator, principal, or supervisor endorsements. Hereinafter in this subchapter when the term district board of education is used, it includes charter school boards of trustees and applicable nonpublic school governing bodies. In addition, the term district administrator includes charter school administrator and applicable nonpublic school administrator.

6A:9-16.2 State Advisory Committee on Professional Development for School Leaders

(a) There shall be established a State Advisory Committee on Professional Development for School Leaders to advise the Commissioner on the implementation of the professional development requirement for school leaders. The duties of the State Advisory Committee on Professional Development for School Leaders shall be to:

1. Review the implementation of the professional development for schools leaders' initiative and provide ongoing recommendations to the Commissioner regarding implementation;
2. Establish guidelines for the peer review and certification process of the requirement;
3. Advise the Department on the development of a framework for professional development plans to support school leaders' efforts to fulfill the requirement;
4. Advise the Commissioner on implementation issues including funding and compliance and the evaluation of the initiative; and
5. Provide guidance to school leaders in implementing the regulations.

(b) The Advisory Committee shall be comprised of 10 members including three principals, three chief school administrators, two supervisors, one teacher, one higher education representative, and one board of education member. The members shall be appointed by the Commissioner of Education. Members of the State Advisory Committee of Professional Development for School Administrators members will serve for a period of five years beginning in September 2003. The Commissioner will solicit nominations from the major professional associations for their respective members. The Commissioner or his or her designee shall serve as ex-officio on the committee.

6A:9-16.3 Implementation of the professional development requirement for school leaders

(a) Each school leader shall fulfill the professional development requirement through the creation, implementation, and completion of an individualized professional growth plan that:

1. Will align with the professional standards for school leaders set forth in N.J.A.C. 6A:9-3.4;
2. Will identify professional goals that address specific district or school needs;
 - i. Principals and supervisors will develop professional development goals in conjunction with the chief school administrator;

- ii. Chief school administrators will identify goals with a peer review committee;
- 3. Will ground professional development activities in objectives related to improving teaching, learning, and student achievement; and
- 4. Will adhere to plan specifications to be developed by the State Advisory Committee on Professional Development for School Leaders.

(b) Each active school leader shall be required to provide evidence of plan fulfillment. Evidence shall include:

- 1. A narrative account detailing plan goals and their achievement; and
 - 2. Documentation related to professional growth activities such as training, university coursework, job-embedded learning opportunities including action research and study groups.
- (c) Leaders whose positions require a principal or supervisor endorsement shall be required to provide evidence of plan completion every three years to the chief school administrator. The initial three-year period shall extend from September 2004 to September 2007.
- (d) Leaders whose positions require a chief school administrator's endorsement shall be required to provide evidence of completion of the professional growth plan to a peer review team every three to five years depending upon the chief school administrator's contract with the district board of education.

6A:9-16.4 Plan review and approval process for the professional growth plans for chief school administrators

- (a) Each chief school administrator will develop a professional growth plan in consultation with a peer review committee which shall consist of three or more chief school administrators selected by each chief school administrator.
- (b) The role of the peer review committee will be to provide support, review progress in plan implementation, and recommend the certification of the successful completion of the professional growth plan.

- 1. The New Jersey Association of School Administrators will coordinate the peer review process and certify the completion of the professional growth plans.
- 2. The New Jersey Association of School Administrators shall provide documentation of certification of an administrator's plan completion to the school administrator's board of education.

6A:9-16.5 Plan review and approval process for the professional growth plan for individual certified principals and supervisors

(a) Leaders who are certified as principals and supervisors will consult with the chief school administrator to set goals for the professional growth plan.

(b) After identifying goals with the chief school administrator, principals and supervisors will submit their plans to a self-selected peer review committee comprised of three or more school administrators for input, and review for assurance of compliance with the professional standards for school leaders referenced in N.J.A.C. 6A:9-3.4.

(c) The chief school administrator will certify the development, implementation and successful completion of the professional growth plans.

6A:9-16.6 Monitoring responsibility

(a) To ensure that enforcement of the professional development requirement for school leaders reflects a policy of continuous monitoring, constructive support and timely intervention, the requirements for professional development shall also provide that:

1. The Department shall monitor compliance in implementing the regulations for professional development for school leaders through the annual evaluation process for school districts in accordance with N.J.A.C. 6A:30-1;

2. The Department shall monitor and evaluate the effectiveness of the regulations in meeting the needs of practitioners, school district, and the State and prepare an annual report for the State Board providing information concerning the implementation of all the preceding provisions of N.J.A.C. 6A:9-16 including those concerning the implementation of the professional development requirement; the review and approval of professional development, and monitoring and evaluation of the regulations; and

3. In September 2005, the Commissioner shall submit a progress report to the State Board to address implementation and other relevant issues.

SUBCHAPTER 17. STATE BOARD OF EXAMINERS' PROCEEDINGS

6A:9-17.1 Certificate holder

For purposes of this subchapter, the term certificate holder shall include all individuals who hold certificates, CEs and CEAS issued by the State Board of Examiners.

6A:9-17.2 Conduct barring candidate from certification

Notwithstanding that a candidate may meet all requirements for certification, the Board of Examiners may refuse to issue a certificate to that candidate if, based on the record before it, the Board of Examiners determines that, for reasons set forth in N.J.A.C. 6A:9-17.5, the candidate is not suitable for employment as a teaching staff member in the public schools.

6A:9-17.3 Candidates to provide information regarding criminal history

(a) As part of the application for certification, a candidate must advise the Office whether he or she has a record of conviction(s) for any crime or offense in New Jersey or any other state. Candidates who have been convicted shall complete a form approved by the Secretary setting forth the details of the conviction(s).

(b) The Board of Examiners shall review all information the candidate provides and determine whether the candidate's criminal history is such that he or she should not receive a certificate. In making its determination, the Board of Examiners shall consider the Rehabilitated Convicted Offenders Act, N.J.S.A. 2A:168A-1 et seq., and whether the crime(s) or offense(s) would be disqualifying under N.J.S.A. 18A:6-7.1 et seq.

6A:9-17.4 District reporting responsibility

(a) The chief school administrator of a district shall notify the Board of Examiners when:

1. Tenured teaching staff members who are accused of criminal offenses or unbecoming conduct resign or retire from their positions;
2. Nontenured teaching staff members who are accused of criminal offenses or unbecoming conduct, resign, retire or are removed from their positions;
3. A certificate holder fails to maintain any license, certificate or authorization pursuant to N.J.A.C. 6A:9-4.1(b) that is mandated in order for the holder to serve in a position; or
4. He or she becomes aware that a certificate holder has been convicted of a crime while in the district's employ.

6A:9-17.5 Grounds for revocation and suspension of certification

The Board of Examiners may revoke or suspend the certificate(s) of any certificate holder on the basis of demonstrated inefficiency, incapacity, conduct unbecoming a teacher or other just cause. Other just cause shall include, but not be limited to, offenses within the terms of the forfeiture statute, N.J.S.A. 2C:51-2, or the disqualification statute, N.J.S.A. 18A:6-7.1. The Board of Examiners may revoke or suspend a certificate upon evidence that the holder did not meet the qualifications for the certificate at the time of issuance or no longer satisfies the criteria set forth in N.J.A.C. 6A:9-5.1(b). The Board of Examiners shall not revoke or suspend a certificate without providing the holder an opportunity to be heard pursuant to N.J.A.C. 6A:9-17.6.

6A:9-17.6 Revocation or suspension of certificates

(a) The Board of Examiners may issue an order to show cause to a certificate holder if the

Board of Examiners believes that the conduct of the holder may warrant the revocation or suspension of the certificate(s) held where:

1. The Commissioner transmits a contested case to the Board of Examiners that resulted in a teaching staff member's loss of tenure, dismissal, resignation or retirement;
2. Pursuant to N.J.A.C. 6A:9-17.4, the Board of Examiners receives information from a district that a teaching staff member no longer is employed in the district;
3. The Board of Examiners receives information regarding a certificate holder's criminal conviction;
4. The Board of Examiners receives notice that a teaching staff member who is certified in New Jersey and who also holds a teaching certificate in another state has had action taken against his or her certificate by the other state;
5. Pursuant to N.J.S.A. 9:6-8.10, the Division of Youth and Family Services (DYFS) forwards to the Board of Examiners a copy of a report in which DYFS has substantiated that a certificate holder has abused or neglected a student or a report in which DYFS identifies its concerns with the conduct of a teaching staff member;
6. Pursuant to N.J.S.A. 18A:6-7.3, the Commissioner notifies the Board of Examiners that an individual who holds New Jersey certification is disqualified from employment in public schools;
7. A certificate holder fails to maintain any license, certificate or authorization that is mandated pursuant to N.J.A.C. 6A:9-4.1(b) in order for the holder to serve in a position; or
8. Pursuant to (b) below, an individual files a petition with the Board of Examiners seeking the revocation or suspension of a certificate holder's certificate.

(b) The following procedures shall apply to persons filing a petition pursuant to (a)8 above:

1. The person filing the petition shall submit to the Secretary a sworn statement that he or she has firsthand knowledge supporting the charges set forth in the petition and shall furnish evidence of proof of service of the petition on the other party or parties involved;
2. Upon receipt of the petition, the Secretary shall notify the certificate holder that the holder shall file a response within 30 days of the date of the Secretary's notice; and
3. The Board of Examiners shall review the petition and response to determine whether to issue an order to show cause. In the event that the Board of Examiners issues an order to show cause, the Board of Examiners shall be the petitioner in the ensuing revocation or suspension proceeding.

(c) Nothing in the foregoing shall preclude the Board of Examiners from issuing an order to

show cause on its own initiative when the Board of Examiners has reason to believe that grounds for revocation or suspension of a certificate exist.

6A:9-17.7 Procedures for revoking or suspending a certificate

(a) After review of the information received pursuant to N.J.A.C. 6A:9- 17.6, the Board of Examiners shall determine by public vote whether to initiate a revocation or suspension proceeding. In those cases where the Board of Examiners moves for revocation or suspension, the Secretary, on behalf of the Board of Examiners, shall issue an order to show cause that states the specific charges that form the basis of the revocation or suspension proceeding.

(b) The certificate holder shall file an answer with the Board of Examiners no later than 30 days from the date of mailing of the order to show cause. The answer may not generally deny the charges, but must respond specifically to each allegation.

(c) If the certificate holder does not file an answer within 30 days, the Secretary shall send a second notice affording an additional response time of 15 days from the date of mailing of the second notice. The second notice shall also advise the certificate holder that, should the Board of Examiners not receive any response within that time, the allegations against the certificate holder as set forth in the order to show cause shall be deemed admitted and that the Board of Examiners shall proceed to a decision on the allegations in the order to show cause on the basis of the evidence before it.

(d) If the certificate holder files an answer and there are material facts in dispute, the Board of Examiners shall either hear the matter directly or transmit the matter to OAL for a hearing. The hearings at OAL shall be heard in accordance with the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administration Procedure Rules, N.J.A.C. 1:1.

(e) If the certificate holder files an answer and no material facts appear to be in dispute, the Secretary shall send the certificate holder a hearing notice informing him or her of the opportunity to submit written briefs, affidavits and other supporting documentation for the Board of Examiners' consideration. The certificate holder shall submit 21 copies of all response papers.

(f) After receipt of the written submissions pursuant to (e) above, the Secretary will place the matter on the Board of Examiners' agenda and notify the certificate holder of the date the Board of Examiners will consider the matter. The notice will advise the certificate holder whether his or her appearance is necessary.

(g) The Board of Examiners may transmit the matter to OAL if, after review of the written submissions, the Board of Examiners determines that there are material facts in dispute. The Board of Examiners may identify the specific issues OAL shall consider.

(h) In all cases, the Board of Examiners shall clearly articulate the findings of fact upon which its decision was based. If the Board of Examiners has decided a matter solely on the papers, it shall set forth the reasons it deemed summary decision appropriate.

(i) The Office may refuse to issue a new certificate to a certificate holder who is otherwise eligible for the additional certificate if the certificate holder is the subject of a pending action to revoke or suspend his or her certificate(s) pursuant to N.J.A.C. 6A:9-17.7.

6A:9-17.8 Revoked and suspended certificates

(a) If the Board of Examiners orders the revocation or suspension of a certificate, the holder shall surrender it to the Secretary within 20 days after mailing of the revocation or suspension order.

(b) After the Board of Examiners has revoked or suspended a certificate, the Secretary shall notify:

1. The 50 states and territories and other such agencies that are part of the Interstate Certification Project;
2. The county superintendents of schools;
3. Appropriate governmental pension and annuity funds, or retirement services;
4. The chief school administrator in the employing district; and
5. Any other agency or entity as may be required by law.

(c) The Board of Examiners may reinstate a suspended certificate at the end of the suspension period, provided that the certificate holder has met all conditions that the Board of Examiners established.

6A:9-17.9 Suspension of certificates for failure to give notice of intention to resign

(a) A teacher employed by a district board of education who, without the consent of the board, ceases to perform his or her duties prior to the expiration of the employment, shall be deemed guilty of unprofessional conduct.

(b) The Commissioner may, upon receiving notice of the fact, suspend the certificate for a period not to exceed one year.

(c) Appeal of the Commissioner's decisions pursuant to this section shall be to the State Board in accord with N.J.A.C. 6A:4.

6A:9-17.10 Application for certification after revocation

(a) A certificate that has been revoked for any of the grounds set forth in this chapter shall not be reinstated. An individual who has had a certificate revoked may file an application for a new certificate with the Board of Examiners.

(b) The Board of Examiners shall not issue a new certificate to a candidate whose certificate(s) has been revoked unless the following conditions are met:

1. The candidate shall satisfy all criteria for the issuance of the certificate that are in effect at the time of the application for the new certificate;
2. At least four years shall have passed since the effective date of the revocation of the previous certificate;
3. The candidate shall have provided evidence demonstrating rehabilitation for the unbecoming conduct, incompetence, or other cause for the revocation;
4. If the basis for the revocation was the conviction of a crime that is not disqualifying under N.J.S.A. 18A:6-7.1 et seq., the candidate shall have submitted evidence to the Board of Examiners that he or she has been fully rehabilitated in accord with the factors set forth in N.J.S.A. 2A:168A-2 and that issuing a certificate to the candidate would not be detrimental to the public welfare;
5. The candidate shall have complied with all conditions imposed by the order of revocation; and
6. If the revocation arose from a criminal matter involving the candidate, the candidate shall have provided evidence that he or she has satisfied any conditions imposed by the court, probation, plea bargain agreement or any other entity.

(c) Notwithstanding the provisions of (b) above, the Board of Examiners shall not issue a new certificate to any candidate who is:

1. Ordered to forfeit certification as part of a settlement in a tenure or criminal proceeding;
2. Barred from teaching again in the State of New Jersey by order of a court of competent jurisdiction;
3. Ordered to forfeit certification as part of a plea bargain;
4. Ordered to forfeit certification as a condition for entrance into a pre-trial intervention program as set forth in Rule 3.28 of the New Jersey Court Rules;
5. Ordered to forfeit certification pursuant to a sentence imposed in a criminal proceeding;
6. Barred from teaching for any reason; or
7. Relinquishing his or her certificate pursuant to N.J.A.C. 6A:9-17.11.

6A:9-17.11 Relinquishment of certificate without order to show cause

(a) The Board of Examiners may accept the relinquishment of all certificates held by an individual without issuance of an order to show cause:

1. Pursuant to a criminal conviction when the court orders the certificate holder to relinquish his or her certificate(s) as part of a sentence;

2. Pursuant to a plea or pre-trial intervention agreement resulting from the institution of criminal proceedings against the certificate holder and which requires the holder to relinquish his or her certificate(s); or

3. Pursuant to a settlement of a tenure proceeding that requires the certificate holder to relinquish his or her certificate(s).

(b) When accepted by the Board of Examiners, the relinquishment of certificates as provided in (a) above shall have the force and effect of a revocation including, but not limited to, the notification requirements in N.J.A.C. 6A:9-17.8(b).

(c) The individual seeking to relinquish a certificate(s) shall submit an affidavit to the Board of Examiners stating that the certificate holder:

1. Is relinquishing all certificates held by the individual;

2. Is waiving the right to a hearing pursuant to N.J.A.C. 6A:9-17.7 and agrees not to institute proceedings concerning the relinquishment in any forum; and

3. Understands that the relinquishment has the force and effect of a revocation with its attendant consequences.

(d) The Board of Examiners shall vote on whether to accept the certificate(s). If the Board of Examiners votes to accept the relinquishment, the revocation shall be effective as of the date of the Board of Examiners' vote.

(e) The certificate holder shall return all certificates to the Board of Examiners.

(f) Individuals who relinquish their certificates pursuant to this section shall not apply for certification in the future.

6A:9-17.12 Voluntary surrender of certificates

(a) An individual may voluntarily surrender a certificate if he or she has not been employed under that certificate in the 10 years preceding the proposed surrender and if he or she satisfies the following conditions:

1. The individual shall submit an affidavit to the Board of Examiners stating that he or she is surrendering the certificate voluntarily, and not under the conditions set forth in N.J.A.C. 6A:9-17.11;

2. The individual shall submit an affidavit setting forth his or her employment history for the 10 years preceding the voluntary surrender, including official documentation from a school official, if applicable; and

3. The individual shall submit an affidavit stating that he or she has not been employed under the certificate(s) at issue in the 10 years preceding the voluntary surrender.

(b) The certificate holder shall return the original certificate(s) at issue to the Board of Examiners.

(c) The Board of Examiners shall review the application for a voluntary surrender. If the Board of Examiners votes to accept the surrender, the certificate shall be deemed revoked as of the date of the Board of Examiners' vote.

(d) Individuals who voluntarily surrender a certificate may not apply for that certificate for three years from the effective date of the voluntary surrender. Candidates are subject to the certification requirements in effect at the time the new application is submitted.

6A:9-17.13 Substitution of alternate education and/or experience

(a) If an applicant receives an evaluation pursuant to N.J.A.C. 6A:9- 5.16(b) that identifies areas of deficiency in the requirements for certification, the applicant may provide the Board of Examiners with evidence of alternative education and/or experience that the applicant believes is equivalent to the area(s) of deficiency.

(b) Upon receipt of a request to substitute alternate education or experience, the Secretary shall provide the applicant with a copy of credentials review procedures.

(c) The applicant shall submit to the Secretary for Board of Examiners' review 21 copies of information and documentation of alternative educational background and/or experience that the applicant believes is the equivalent of the certification deficiency. The application for review and the packet of documentation shall be in the form approved by the Secretary.

(d) The Secretary shall review the information submitted by the applicant for sufficiency and transmit it to the Board of Examiners for review.

6A:9-17.14 Public discussion of alternative education and/or experience

(a) The Secretary shall give an applicant not less than 10 days notice of the Board of Examiners' meeting at which it will consider his or her application for certification based on alternative education and/or experience.

(b) The applicant may be present at the meeting and may be accompanied by a representative of his or her choice who has direct knowledge of the applicant's experience.

(c) The Board of Examiners shall give an applicant an opportunity to be heard, and the Board of Examiners may question the applicant regarding his or her submission.

6A:9-17.15 Rendering of decisions on applications for substitution

(a) The Board of Examiners shall render its decision on each application for substitution of educational background and/or experience no later than the first regular meeting after the Board of Examiners reviews the applicant's information.

(b) The Board of Examiners will issue a written decision setting forth its reasons for the decision.

(c) If the Board of Examiners determines that the applicant is not eligible for the certificate requested based on review of alternative education and/or experience submitted, the applicant may not request an additional review by the Board of Examiners until:

1. One year has elapsed from the date of the Board of Examiners' decision; and
2. The applicant has obtained additional alternative education and/or experience for review by the Board of Examiners. Applicants who have obtained additional education and/or experience in less than one year may request that the Board of Examiners waive the waiting period and, upon good cause shown, the Board of Examiners may relax the required time period.

6A:9-17.16 Substitution of alternative education and/or experience prohibited

(a) The Board of Examiners shall not permit an applicant to substitute education and/or experience for a passing score on any State required test or required GPA, nor for the requirement that the applicant hold a degree.

(b) Under no circumstances may the Board of Examiners waive any test, GPA or degree requirements for certification.

6A:9-17.17 Appeal of certification decision of the Office

(a) A candidate may appeal an adverse decision of the Office regarding certification eligibility to the Board of Examiners.

1. The appeal shall be filed with the Board of Examiners within 60 days of the date of the decision at issue.
2. The candidate shall file 21 copies of the appeal with the Secretary. The appeal shall take the form of a written petition accompanied by a sworn statement attesting to the facts in the petition and shall include evidence that the candidate believes proves that he or she meets the requirements for certification.
3. The Board of Examiners shall review the information provided by the applicant and shall

render a written decision. The Secretary shall forward a copy of the decision to the candidate.

6A:9-17.18 Appeal of "disapproved" or "insufficient" recommendations for standard certification

(a) A candidate who receives a recommendation of "disapproved" or two recommendations of "insufficient" at the conclusion of a provisional program may appeal the certification recommendation to the Board of Examiners. Where an individual has received two "insufficient" recommendations, only the second adverse recommendation shall be the subject of the appeal. The following procedures shall apply:

1. The candidate shall file 21 copies of the appeal with the Secretary within 60 days of receipt of the final evaluation and certification recommendation. The appeal shall take the form of a written statement and include evidence documenting the reasons why the candidate believes that he or she should be awarded a standard certificate or be granted an additional opportunity for provisional employment.

2. The Secretary shall forward a copy of the candidate's submission in support of the appeal to the school district that issued the disputed rating. Within 30 days from the date of the Secretary's letter notifying the district of the appeal, the district shall forward 21 copies of all evaluations and certification recommendation to the Secretary. In addition, the district shall submit 21 copies of either a response to the candidate's appeal of the district's recommendation or a statement that the district will rely solely on the evaluations submitted. The district shall serve a copy of its response on the candidate and submit proof of service to the Secretary with its papers. Neither party shall submit additional papers without the Secretary's approval.

3. The candidate shall be responsible for demonstrating to the Board of Examiners why he or she should be granted the relief requested. The Board of Examiners shall decide the appeal based on the written submissions and shall issue a written decision.

4. If the Board of Examiners determines that there is a need for further fact-finding in order to decide an appeal of an adverse recommendation, it may transmit the matter to OAL for a hearing pursuant to the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq., and the Uniform Administrative Procedure Rules, N.J.A.C. 1:1. The parties to the hearing shall be the provisional teacher and the district that submitted the adverse certification recommendation. The Board of Examiners shall consider the recommendation of the ALJ in deciding the appeal.

(b) The sole remedies that the Board of Examiners may provide an aggrieved candidate pursuant to this section are issuance of a standard certificate or an opportunity to seek further employment as a provisional teaching staff member. A provisional teaching staff member who seeks additional relief from the employing board of education shall file a petition requesting such relief with the Commissioner in accord with N.J.A.C. 6A:3.

(c) For good cause shown, the Board of Examiners may relax the 60-day requirement in (a) above.

(d) Candidates who receive a recommendation of "disapproved" or two recommendations of "insufficient," and who have not challenged the certification recommendation pursuant to (a) above may petition the Board of Examiners for approval of an additional opportunity to seek provisional employment. The candidate shall be responsible for demonstrating by clear and convincing evidence to the Board of Examiners why he or she would be likely to succeed if granted the requested opportunity. The following procedures shall apply:

1. The candidate shall file 21 copies of a written statement and evidence documenting why the Board of Examiners should grant the request.

2. The Secretary shall forward a copy of the candidate's submission to the school district that issued the disputed rating. Within 30 days from the date of the Secretary's letter to the district, the district shall forward to the Secretary its response to the candidate's request. The district shall serve a copy of its response on the candidate and include a proof of service with the papers. Neither party shall file additional papers without the Secretary's approval.

3. The Board of Examiners shall decide the request based solely on the written submissions and shall issue a written decision.

6A:9-17.19 Motions

(a) All motions in certification matters that have been transmitted to OAL shall be filed with the ALJ who has been assigned to hear the case and shall be subject to the rules that govern OAL hearings. For those matters that the Board of Examiners is deciding directly pursuant to N.J.A.C. 6A:9-17.7 or for those matters in which the ALJ has forwarded the initial decision to the Board of Examiners pursuant to N.J.A.C. 1:1-18.1(d), the party shall file motions with the Board of Examiners.

(b) All motions filed with the Board of Examiners must include a notice of motion, a proof of service, a brief conforming to the requirements of N.J.A.C. 6A:9-17.22, a copy of the decision or order that is the subject of the motion, and an affidavit setting forth any facts not in the record upon which the moving party relies. The moving party shall serve 21 copies of the moving papers and a proof of service on the Board of Examiners. If the Board of Examiners is not deciding the matter directly, the moving party shall serve a copy of the papers on the attorney representing the Board of Examiners. The opposing party shall have 15 days from service of the motion to file a response. If no opposing brief is filed, the Board of Examiners shall consider the motion to be unopposed. No other briefs may be filed.

(c) Unless otherwise directed by the Board of Examiners, there shall be no oral argument on motions.

6A:9-17.20 Motions for reconsideration

(a) Any party may file with the Board of Examiners and serve on all other parties a motion to reconsider the Board of Examiners' decision. The party shall file the motion no later than 15 days from the mailing date of the decision.

(b) The Board of Examiners may reconsider the decision based on evidence of:

1. Mistake, inadvertence, surprise or excusable neglect;
2. Newly discovered information that would probably alter the decision and which by due diligence could not have been discovered in time for the hearing; or
3. Fraud, misrepresentation or misconduct of another party.

6A:9-17.21 Motions for stay

(a) A party shall make a motion for a stay of the Board of Examiners' decision pending appeal to the State Board in accord with the procedures set forth in N.J.A.C. 6A:9-17.19. The moving party shall file the motion for a stay within 30 days of the date of mailing of the Board of Examiners' decision that is at issue.

(b) The brief in support of the motion shall address the following standards to be met for granting a stay pursuant to *Crowe v. DeGioia*, 90 N.J. 126 (1982):

1. The moving party will suffer irreparable harm if the requested relief is not granted;
2. The legal right underlying the moving party's claim is settled;
3. The moving party has a likelihood of prevailing on the merits of the underlying claim; and
4. When the equities and interests of the parties are balanced, the moving party will suffer greater harm than the other party if the requested relief is not granted.

6A:9-17.22 Briefs

(a) Briefs filed with the Board of Examiners shall be in the following format:

1. Briefs filed in response to a notice of hearing served pursuant to N.J.A.C. 6A:9-17.7 above shall not exceed 25 pages, exclusive of table of contents and appendix; and
2. Briefs in support of a motion shall not exceed 15 pages, exclusive of table of contents and appendix.

(b) The Secretary may grant requests to file additional pages.

6A:9-17.23 Appeal of Board of Examiners decisions

A party shall appeal adverse revocation and suspension decisions to the State Board in accord with N.J.A.C. 6A:4. A party shall appeal all other Board of Examiners decisions to the Commissioner of Education pursuant to N.J.A.C. 6A:3.

